Ves Thomas/Carl Braun

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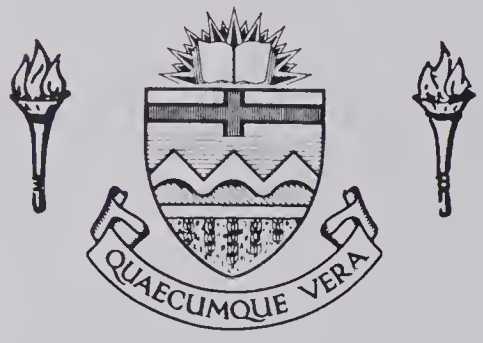

The Canadian Spelling Program 4

Ves Thomas
Carl Braun

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How to Study Your Words

You will already know how to spell some of the words in this book, but there might be some words that are hard for you. You will have to study these words carefully.
When you need to study a word, use these steps:

1. **Look** at the word, letter by letter, from beginning to end.
2. **Say** the word to yourself and listen carefully to the sounds.
3. **Cover** the word.
4. **Write** the word.
5. **Check** the spelling, letter by letter, with the word in the list.

If you make a mistake, notice where it is.

> Did you leave out or add a letter? Was your pronunciation of the word clear? Did you misspell a part that has a regular or irregular spelling? Was your handwriting neat and clear?

Now do all the steps over again with the same word.

Symbols

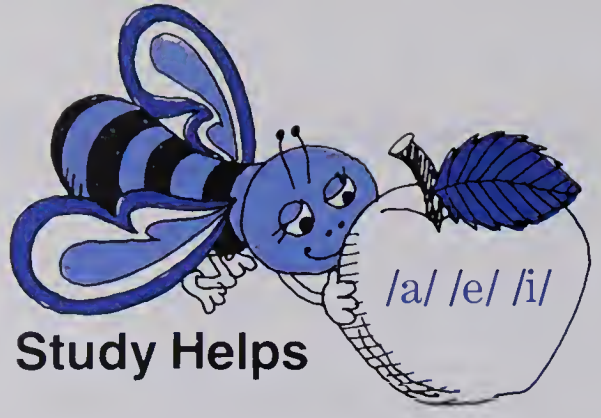
Look at these symbols: /a/ /ē/ /ä/+/r/ /k/. Symbols like these will be used in every unit. These symbols stand for sounds. For example, the symbol /a/ stands for the vowel sound you hear at the beginning of the word **apple**.
The vowel sound /a/ is spelled with the letter **a**.

1

apple
plants
dress
sent
hid
rich
sit
bath
able
miss
stick
star
had
first

Pretest

How many words did you get right?
In your spelling record, list the words you found hard to spell.
Look carefully at the words you misspelled.
Where did you make an error?



Study Helps

1. Read this sentence aloud.
   You can have an apple after your bath.
   Say the words that have the vowel sound /a/.
   What letter spells /a/?
   Say and write the list words that have /a/.
   In each word, circle the letter that spells /a/.

2. Read this sentence aloud.
   When did the ten men go west?
   Say the words that have the vowel sound /e/.
   What letter spells /e/?
   Say and write the list words that have /e/.

3. Read this sentence aloud.
   Miss Bliss hid the stick in the shed.
   Say the words that have the vowel sound /i/.
   What letter spells /i/?
   Say and write the list words in which you hear /i/.
   In each word, circle the letter that spells /i/.

4. Say and write the word **able**.
   What is the beginning vowel sound?
   Underline the letter that spells /ā/.
   Say and write the other list word that begins with the letter **a**. In this word, what vowel sound does the letter **a** spell?

5. Look at the word **dress**. Say it.
   What consonant sound do you hear at the end?
   Write the word **dress**.
   Notice that /s/ is spelled with two letters—**ss**.

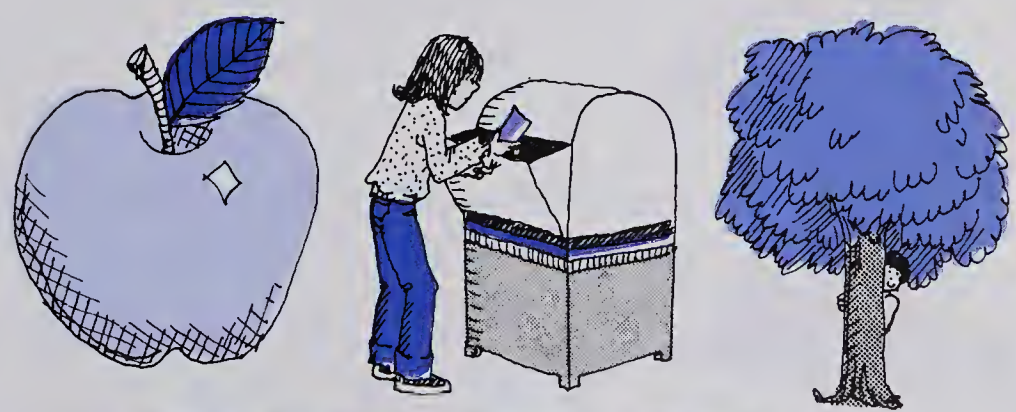
   This spelling is called a *double consonant*.

   Write the other two list words that have double consonants.

6. Say and write the word **stick**.
   What two sounds do you hear at the beginning?
   What two letters spell these sounds?

   Letters like **st** in a word are called *consonant blends*.

   Say and write the word **sent**.Where do you hear a consonant blend in this word? Say and write the other list words that have consonant blends.
   Circle the consonant blend letters.

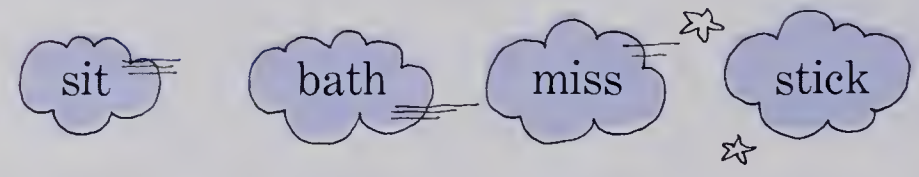


/a/ can be spelled **a** as in **apple**
/e/ can be spelled **e** as in **sent**
/i/ can be spelled **i** as in **hid**

Extending Your Spelling Skills

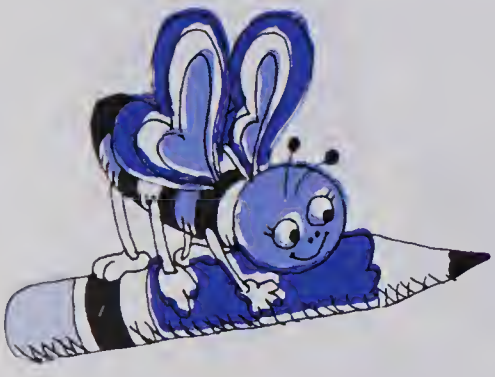
1. Use each of the clues below to write a list word.
   1. the opposite of last
   2. something that shines in the sky
   3. a piece of wood
   4. the opposite of stand
   5. having much money
   6. a fruit

2. Write another word by changing the vowel letter in each of these words. For example:
   hid—had



3. Spelling Bee wrote these sentences. Can you find Spelling Bee's mistakes in spelling?

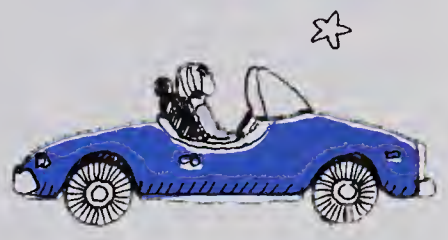
   Write the sentences correctly.



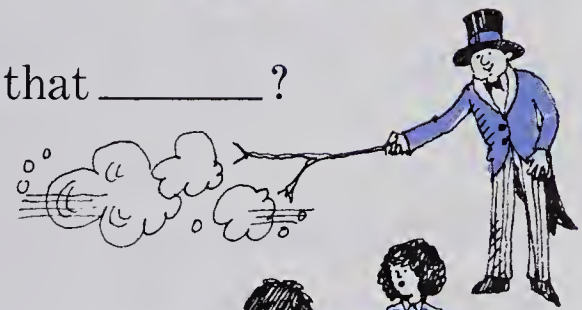
1. She likes to have an appel for lunch.
2. He was frist in the line.
3. I do not like to mis school.
4. She had a bathe before she put on her new dress.
5. Did you stik a stamp on the letter?

4. Complete each rhyme with a list word.
Write the rhymes in your book.

I cannot guess
Where you got that _____.



I looked at the _____
While sitting in my car.



What's the trick
You're playing with that _____?

Please have your _____
After you finish your math.

5. Find a list word that means the opposite of the underlined word in each of these sentences. Rewrite the sentences using the list words.

1. Ted <u>received</u> a letter.
2. Anna <u>showed</u> her puzzle.
3. Will Betty <u>catch</u> the ball?
4. The baby can <u>stand</u> on the chair.

Unit Test

How many words did you get right on this test? Be sure to record your score.

2

boss
hop
mud
pup
bug
hunt
cup
shop
job
clock
guns
buzz
there
their

Pretest

How many words did you get right?
In your spelling record, list the words you found hard to spell.
Look carefully at the words you misspelled. Where did you make an error?

Study Helps

1. Read this sentence aloud.

   They stop at the shop to buy a clock.

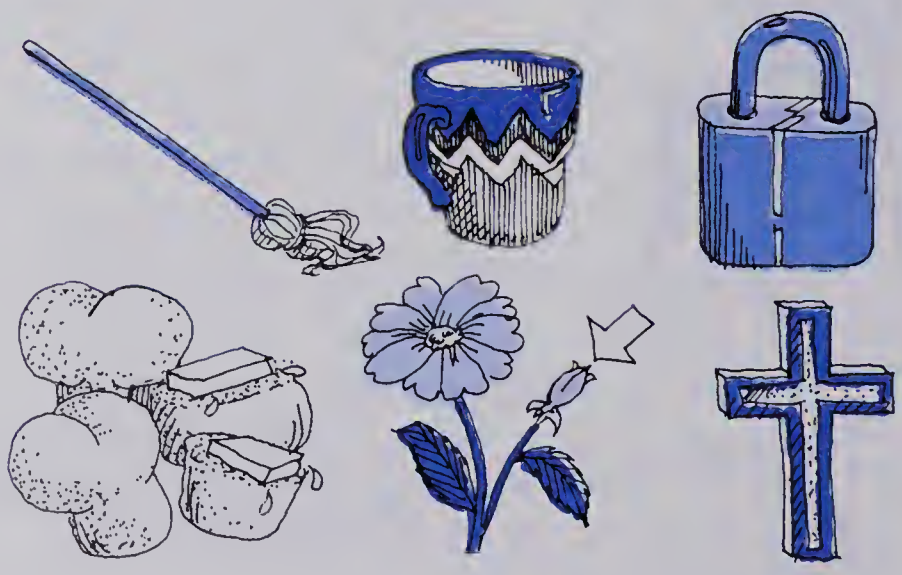
   Write the words that have /o/.
   What letter spells /o/?
   Say and write the list words that have /o/.
   In each word, circle the letter that spells /o/.

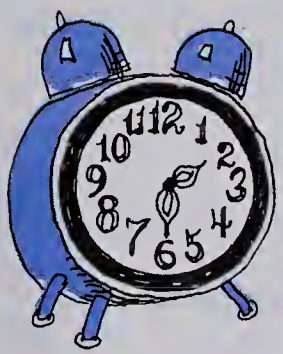
2. Read this verse aloud.

   What great fun
   To eat a bun
   Out in the sun.

   What vowel sound do you hear in the last word of each line?
   What letter spells the vowel sound?
   Say and write the list words that have /u/.
   In each word, circle the letter that spells /u/.

3. For each picture word below, write at least one list word that rhymes.





4. Say and write the word **buzz**.
   What is the final sound you hear?
   How is it spelled?

   Say and write the word **guns**.
   What is the final sound you hear?
   How is it spelled?
   Remember that /z/ is sometimes spelled with **z** and sometimes with **s**.

   Say and write the list word in which /s/ is spelled **ss**.

5. Say and write the word **clock**.
   What consonant sound do you hear at the beginning and end of this word?
   What letter spells /k/ at the beginning?
   What letters spell /k/ at the end?

6. Say the words **there** and **their**.
   Listen for the beginning sound in each word.
   We show this sound like this: / TH /

   Read these sentences. Look at the underlined words. How are the words spelled differently? Write the words. Underline the parts that are spelled differently.

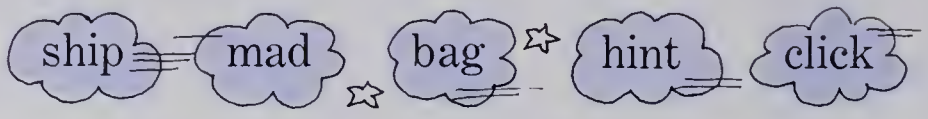
   The ball is over <u>there</u>.
   <u>Their</u> hats are on the bed.

   Copy these sentences, and fill in the blanks with either <u>there</u> or <u>their</u>.
   We went over _____ to play.
   We played at _____ house.

/o/ can be spelled **o** as in **hop**
/u/ can be spelled **u** as in **pup**

Extending Your Spelling Skills

1. Say the words below.
   Write a list word for each word below by changing only the vowel letter.



2. Proofread Spelling Bee's sentences. Rewrite the sentences in which you found an error.

1. I can hope on one foot.
2. My pup likes to hunt for bugs.
3. They took there guns to the shop
4. There is a buss in my clock.

   Proofread the sentences you have written.

3. Use each group of words in a sentence.

their	hunt	pup
mud	bug	buzz

4. Find the words in each puzzle that have the same vowel sound as the word below the puzzle. Write the words in your notebook.

b	t	o	p	o	j
o	o	h	o	t	o
s	o	b	t	a	b
s	h	o	p	n	o
c	l	o	c	k	r

dog

h	c	g	u	n	s
p	u	p	p	o	b
m	p	b	u	t	u
u	h	u	m	t	z
d	u	g	c	u	z

sun

5. Use the letter in the small box together with one or more letters in the larger box to spell as many words as you can. A letter can be used more than once. Write only those words that have the vowel sound at the top of each large box.

/o/

o		m	j
t	b	p	s
s	c	l	k

Some words:
pot **top**

/u/

u	m	h	g
d	c	n	t
f	r	s	h

Some words:
sun **fun**

6. Read these sentences.

I have one cup.
She has three cups.

Most words form the plural by adding **s**.
Write the plural form of these words.

gun pup bug shop clock job

7. Complete each rhyme with a list word.
Write the rhymes in your notebook.

Let's toss
To see who will be _____.

You'll get a big hug
If you find the _____.

Unit Test

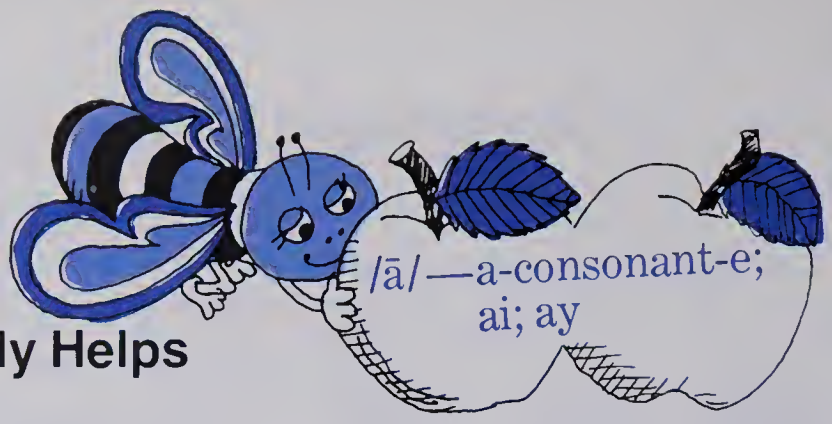
How many words did you get right on this test?
Be sure to record your score.
Write any words that you misspelled in your problem word list.

3

hate
late
paper
nails
paint
past
swam
safe
saying
places
bat
wait
were
told

Pretest

How many words did you get right?
In your spelling record, list the words you found hard to spell.
Look carefully at the words you misspelled. Where did you make an error?



Study Helps

1. The vowel sound /ā/ can be spelled in different ways.

   Read this sentence. Look at the underlined words.

   I'm saying that I'll wait for you if you're late.

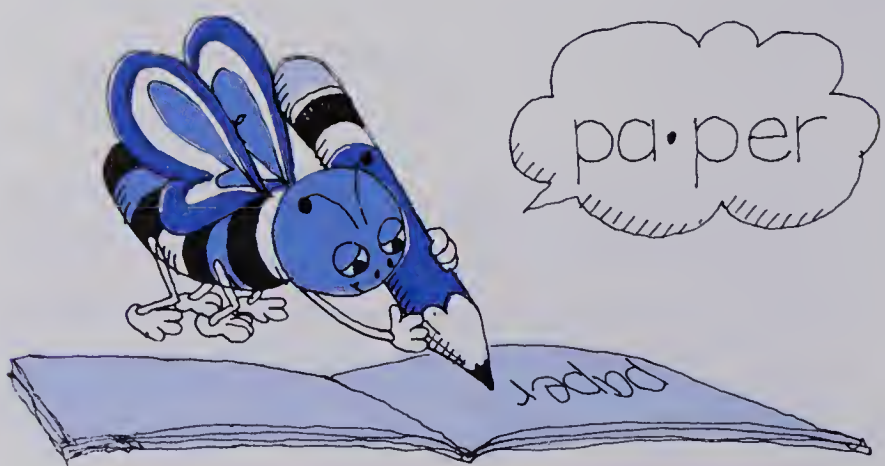
   How is /ā/ spelled in the underlined words?

2. Write the list words in which /ā/ is spelled "**a**-consonant-**e**."

3. Write the list word in which /ā/ is spelled **ay**.

   Write the list words in which /ā/ is spelled **ai**.

4. Say and write the word **paper**.
   The word paper has two sound parts or *syllables*—pa•per
   Each syllable has a vowel sound.
   What vowel sound do you hear in the first syllable?
   Circle the letter that spells /ā/.



5. Complete each sentence with a list word in which you hear /ā/.
   1. The opposite of love is _____.
   2. We used red _____ on the walls.
   3. The opposite of early is _____.
   4. Please get a hammer and some big _____.
   5. Why don't you _____ for me?
   6. I need a pencil and some _____ to write my letters.
   7. I know some good hiding _____.

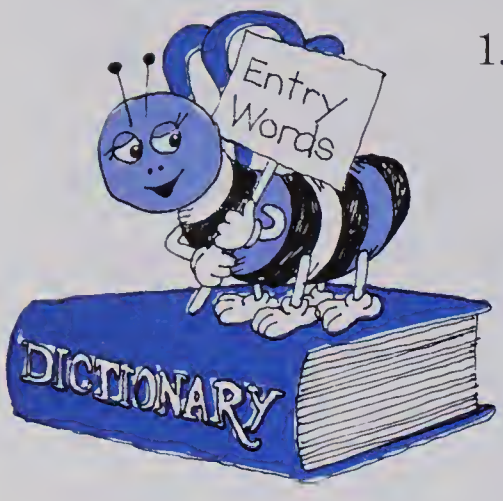
6. Say and write the word **were**.
   Use the study steps to help you learn to spell this word.

7. Say the word **swam**.
   Write the word as you say it softly.

8. Write the list word that rhymes with **cold** and **sold**.
   What vowel sound do you hear in all these words?

/ā/ can be spelled "**a**-consonant-**e**" as in **hate**
can be spelled **ai** as in **nails**
can be spelled **ay** as in **saying**
can be spelled **a** as in **paper**

Extending Your Spelling Skills



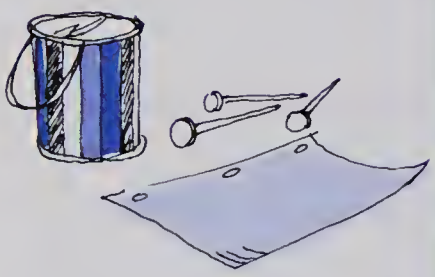
1. A *dictionary* is a book that tells you many things about words. It tells you the meanings of words and how to say and spell the words. The words that are listed in a dictionary are called *entry words*.

   All the entry words are listed in *alphabetical order*.

   Write the list words in alphabetical order.

   Remember: When words start with the same letters, use the second or third letters to put the words in alphabetical order. For example: paint comes before paper, because i comes before p in the alphabet.

2. Your teacher will dictate these sentences.



1. You were told to bring your bat.
2. We swam past the safe places.
3. If you wait, you will be late.
4. Bobby is saying that he needs some paint, nails, and paper.

Proofread your sentences for spelling and punctuation.

3. Use the letters in the small box together with one or more consonant letters from the larger box to spell as many /ā/ words as you can. A consonant letter can be used more than once.

/ā/

ai	t	r
l	w	n
p	m	s

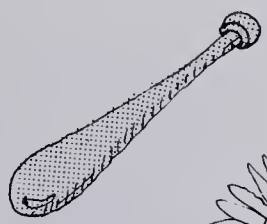
/ā/

"a-consonant-e"			
t	f	g	s
d	h	l	m

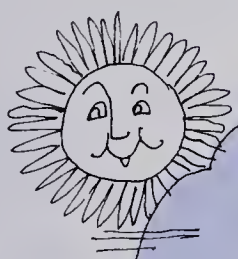
4. Rewrite each of the following sentences and replace the underlined part with a list word that means almost the same.

1. I really <u>dislike</u> doing dishes.
2. We visited many interesting <u>spots</u> during our trip.
3. We drove <u>by</u> your place yesterday.
4. The puppy was <u>not in danger</u> now.

Proofread your sentences for spelling and punctuation.



5. Rearrange each group of words below to make a sentence. Put in the punctuation and capital letters.
Write the sentences in your notebook.



1. that paint on you can paper
2. late we be to party hate for the
3. the boat they past swam
4. wait you we to told us for
5. bat is where your red

Proofread your sentences for spelling, punctuation, and capitalization.

Unit Test

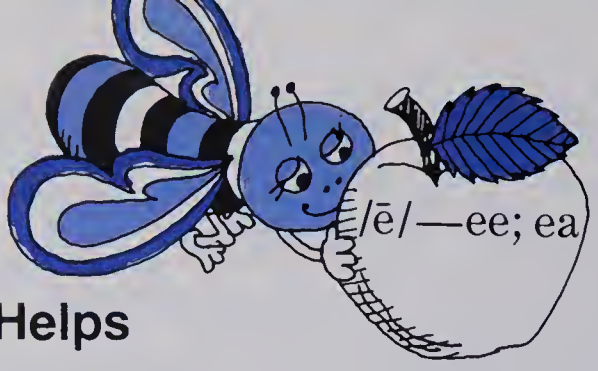
How many words did you get right on this test?
Did you misspell any word that you spelled correctly on the pretest?
Add the words you found difficult to your special study list.

4

sea
tea
deep
feel
west
bats
hear
ears
free
need
net
chest
went
favorite

Pretest

How many words did you get right?
If you made any errors on the pre-test, look at them carefully to see where and why you went wrong.
Study the words you found difficult to spell.



Study Helps

1. Read the sentence below. Listen for the vowel sound in the underlined words.

   I need my ears to hear the roar of the deep blue sea.

   How is /ē/ spelled in the underlined words?
   Write the list words that spell /ē/ with **ea** or **ee**.

2. Write the list words that rhyme with:

   What vowel sound do you hear in all these words?
   What letter spells this sound?

3. Write the list words that match these pictures.

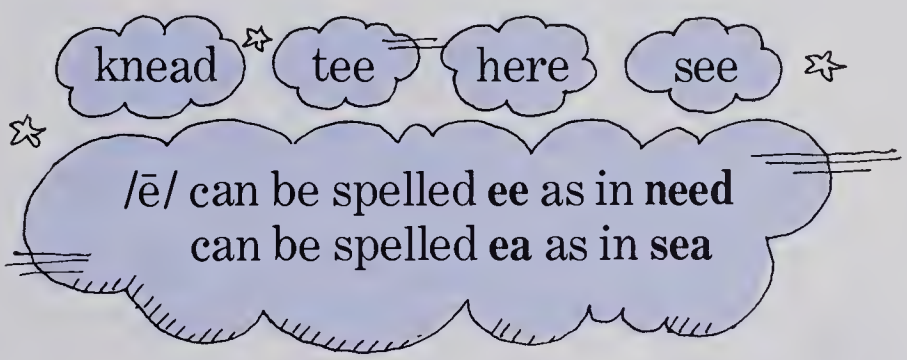
4. Say the word **favorite**.
   How many syllables do you hear?
   Write **favorite**.
   Remember favorite can also be spelled favourite.

   Use the LOOK SAY COVER WRITE CHECK method if you find this word difficult to spell.

5. Write the two list words in which you hear /ē/ + /r/.
   Circle the letters that spell /ē/ + /r/.

6. Say the word **west**. Write it.
   What are the two final or last sounds you hear?
   Circle the two letters that spell these sounds.
   Write the other list word which has the same two final sounds as west.

7. A *homophone* is a word that sounds exactly like another word but has a different spelling. The words blew and blue are homophones.
   Write a *homophone* for each of these words.



Extending Your Spelling Skills

1. Use the /ē/ words below to complete the sentences.

deep	sea	free
feel	tea	need

1. They went fishing in the _____ _____ .
2. When the bird gets better, we will set it _____ .
3. Do you _____ hot in this room?
4. Come and have a cup of _____ with me.
5. We _____ to buy some eggs.

Check your sentences for spelling.

2. Your teacher will dictate these sentences.

1. They went west.
2. My favorite dress is deep blue.
3. We had free tea by the sea.
4. The bats live in the caves.
5. Do you hear what I hear?

Proofread your sentences for spelling.

3. Use the letters in the small box together with one or more letters from the larger box to spell as many /ē/ words as you can. A letter can be used more than once.

/ē/

ee	d	p	m
f	s	r	l
h	t	w	n

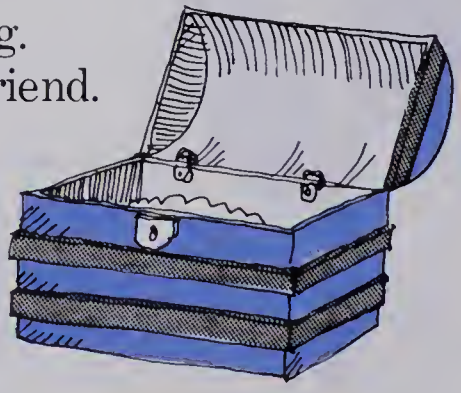
/ē/

ea	s	t	h
r	f	m	c
n	b	p	w

4. Spelling Bee started to write a story. Help Spelling Bee finish it. Write the rest of the story.

I opened the chest. I dug deep down into it. I could feel something soft.

Proofread your writing.
Read your story to a friend.



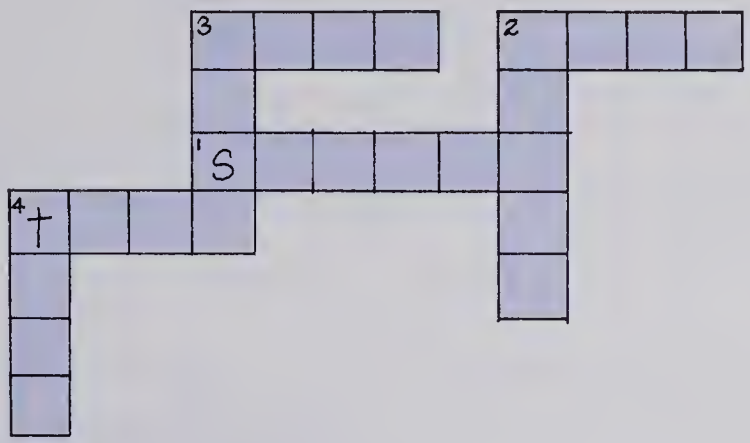
Across

1. the hottest season
2. the humming sound of bees
3. to tug or move with force
4. to fling or throw

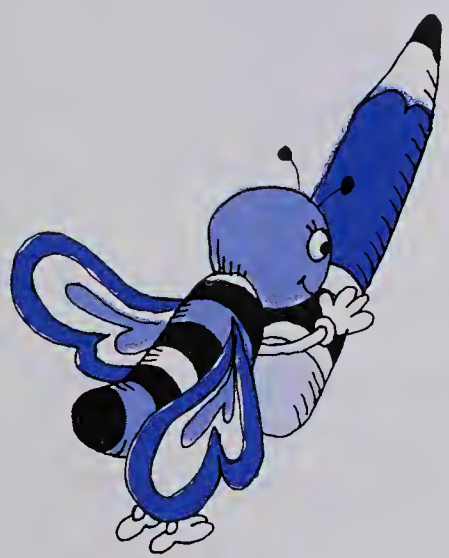
Down

2. a small fruit
3. another name for cat
4. another word for say

5. Use the clues to help you complete this double consonant puzzle. Write the answers in your notebook, using the puzzle numbers.



6. Spelling Bee made some spelling mistakes. Rewrite Spelling Bee's sentences correctly in your book.



I here that there's a chest of gold at the bottom of the see. It is caught in the weeds. Perhaps I'll knead a strong stik to free it, and a big nett to hold it. Do you feal like coming with me?

Proofread your sentences for spelling.

Unit Test

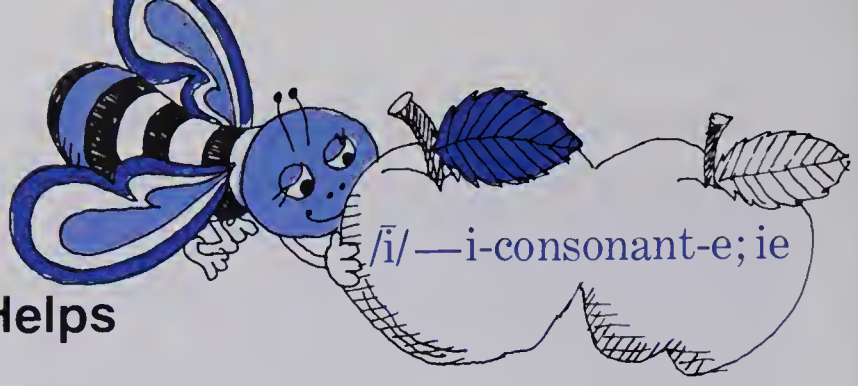
How many words did you get right on this test?
Be sure to record your score.
Add any words you found hard to spell to your special study list.

5

alive
drive
hike
bikes
tie
die
tied
write
kids
till
wide
life
think
through

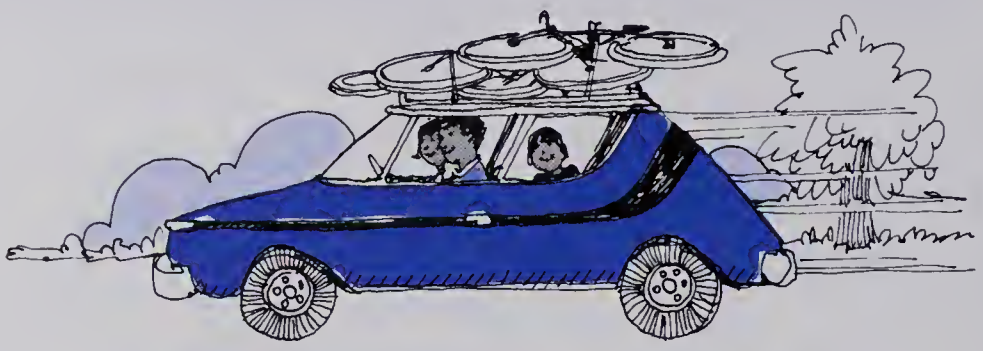
Pretest

How many words did you get right?
In your spelling record, list the words you found hard to spell.
Look carefully at the words you misspelled.
Where did you make an error?



Study Helps

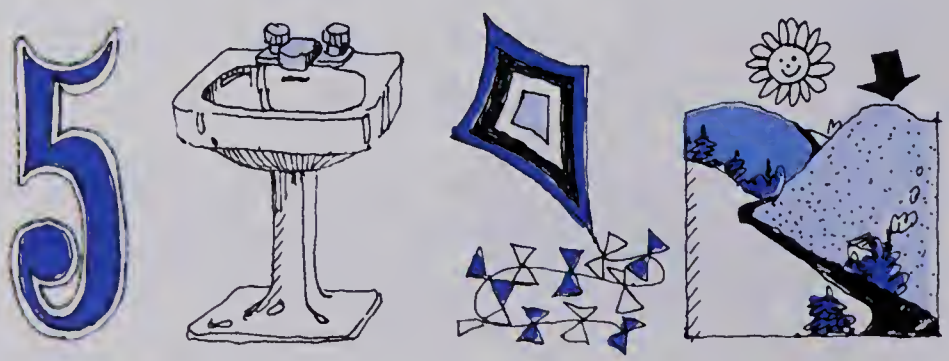
1. Read the sentence below. Listen for the vowel sound in the underlined words.



We like to tie our bikes on top of the car when we drive.

Write the words in which /ī/ is spelled "i-consonant-e."
Write the word in which /ī/ is spelled ie.
Write the list words in which /ī/ is spelled "i-consonant-e."
Write the list words in which /ī/ is spelled ie.

2. Remember that rhyming parts of words sound the same but may have different spellings. Write at least one list word that rhymes with each of these picture words.



3. Write the three list words in which you hear /i/.
   How is /i/ spelled in these words?

4. Say the word **write**. Look at it.
   What is the first consonant sound you hear?
   What letters spell this sound?
   There are few words that spell /r/ with **wr**.
   Some other words are:
   wrap wreck wrestle wrong

5. Say and write the words **think** and **through**.
   What sound do you hear at the beginning of these words?
   Circle the two letters that spell / TH /.

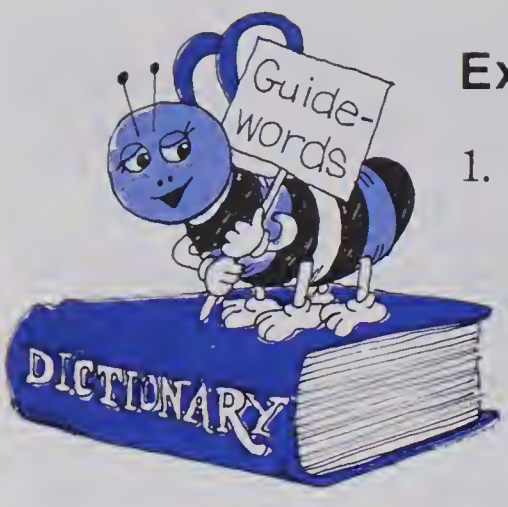
6. The word **through** may need some careful study.

   Look closely at the word all by itself.

   t h r o u g h

   Say it to yourself.
   Think how it is used: "We ran through the trees."
   Now **cover** the word, and **write** it.
   Uncover the word and **check** your spelling.
   If you were wrong, look very carefully at the part that gave you the most trouble. Go through the steps again.
   Write a sentence with through.

/ī/ can be spelled "**i**-consonant-**e**" as in **bike**
can be spelled **ie** as in **tie**



Extending Your Spelling Skills

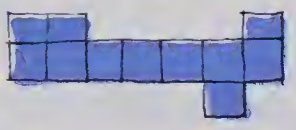
1. The entry words in a dictionary are listed in *alphabetical order*. But how can you find a word quickly? Every page in a dictionary has *guidewords* at the top of each page. For example:

think 80 **top**

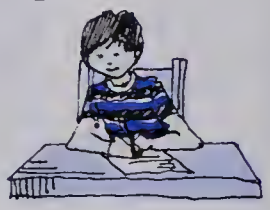
The guideword **think** on the left is the first entry word on that page. The guideword **top** on the right is the last entry on the page.

Look at the guidewords above.
Which of these words will you find as entry words on page 80?

talk	**through**	**tie**	**tip**	**tunnel**
thick	**till**	**trap**	**thin**	**tell**

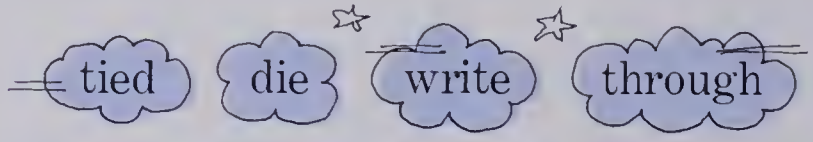


2. Use the picture clues to help you complete the sentences with list words.



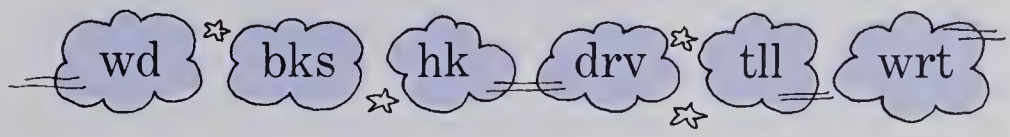
1. We like to ride our _____.
2. Did you _____ that letter?
3. Are you _____ with the bike?
4. Be careful how you _____.
5. She wears a wide _____.

3. Use each of these words in a sentence to show that you know its meaning as well as its spelling.



Proofread your sentences for meaning, spelling and punctuation.

4. All the vowel letters are missing from these list words.
   Put in the missing vowel letters and write the words as they should be spelled.



5. Use these clues to write the matching list words.
   1. up to the time of
   2. not dead
   3. homophone for threw
   4. a long walk
   5. children

6. Proofread Spelling Bee's sentences.
   Rewrite the sentences that had mistakes.

We were glad to find them alife and well.
They took their bikes on the hike.
He ran thru the door as fast as he could.
We waited til our friends arrived.
I think I would like to learn to drive.

How many sentences did you rewrite?
Check your sentences for spelling.

Unit Test

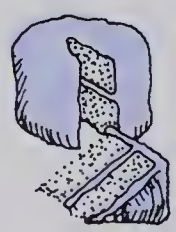
Compare your results on this test with those on the pretest.
Were there any words you misspelled in both tests?
Add the words you found hard to spell to your problem word list.

6

Looking Back

1. Look back over your tests and your special study lists for the first five units. Make a list of your problem words. Study these words carefully. Use the LOOK SAY COVER WRITE CHECK steps.

2. Copy these charts in your book. Write as many examples as you can from the word lists in Units 1—5.

/a/—a	/e/—e	/i/—i	/o/—o	/u/—u
/ā/— a-e	/ā/—ai	/ā/—ay	/ē/—ee	/ē/—ea
				
/ī/— i-e	/ī/—ie			

3. Your teacher will dictate these sentences.

1. We had to wait for their car.
2. I hid his stick.
3. We had a bath first before we went to the shop.
4. I went to the sea to hear the waves.
5. Their boss went to hunt there.
6. When were you there?
7. We told them to see our apple trees and plants.
8. When I write, my pencil goes through the paper.

Proofread your sentences for spelling and punctuation.

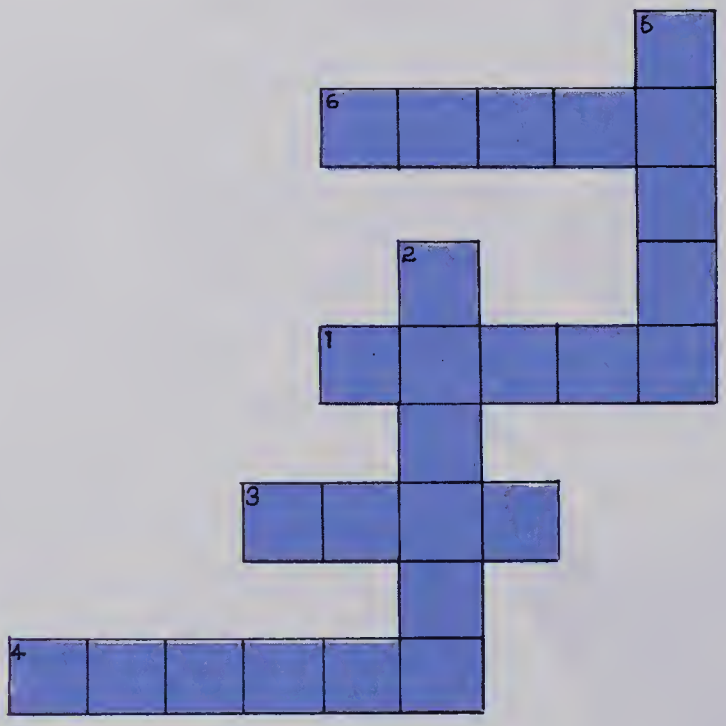
4. Proofread Spelling Bee's story beginning. Rewrite it correctly in your book.

We rode our bikes threw our favrite places. First, we stopped at a shop by the see to have a cup of tea. We weer told that it was save to go for a swim in the see if we didn't go to deep. Their were many kids there. Where were we going to put our bikes? We hid them among the tall plans.

Check your work carefully for spelling, punctuation and capitalization.

5. Complete each sentence with two words that sound the same but are spelled differently.
   1. I can _____ a ship sailing on the _____.
   2. He _____ the ball _____ the window.
   3. Be sure to _____ your name on the _____ hand side of your paper.
   4. I can even _____ all that noise from _____.
   5. We will go _____ in _____ car.

6. Use the clues below to help you complete this puzzle with list words. Each word in this puzzle has a consonant blend. Write the answers in your book, using the puzzle numbers.



Across
1. It tells the time.
3. to look for
4. We saw many _____ on our trip.
6. not last, but _____

Down
2. They grow.
5. It is made of wood.

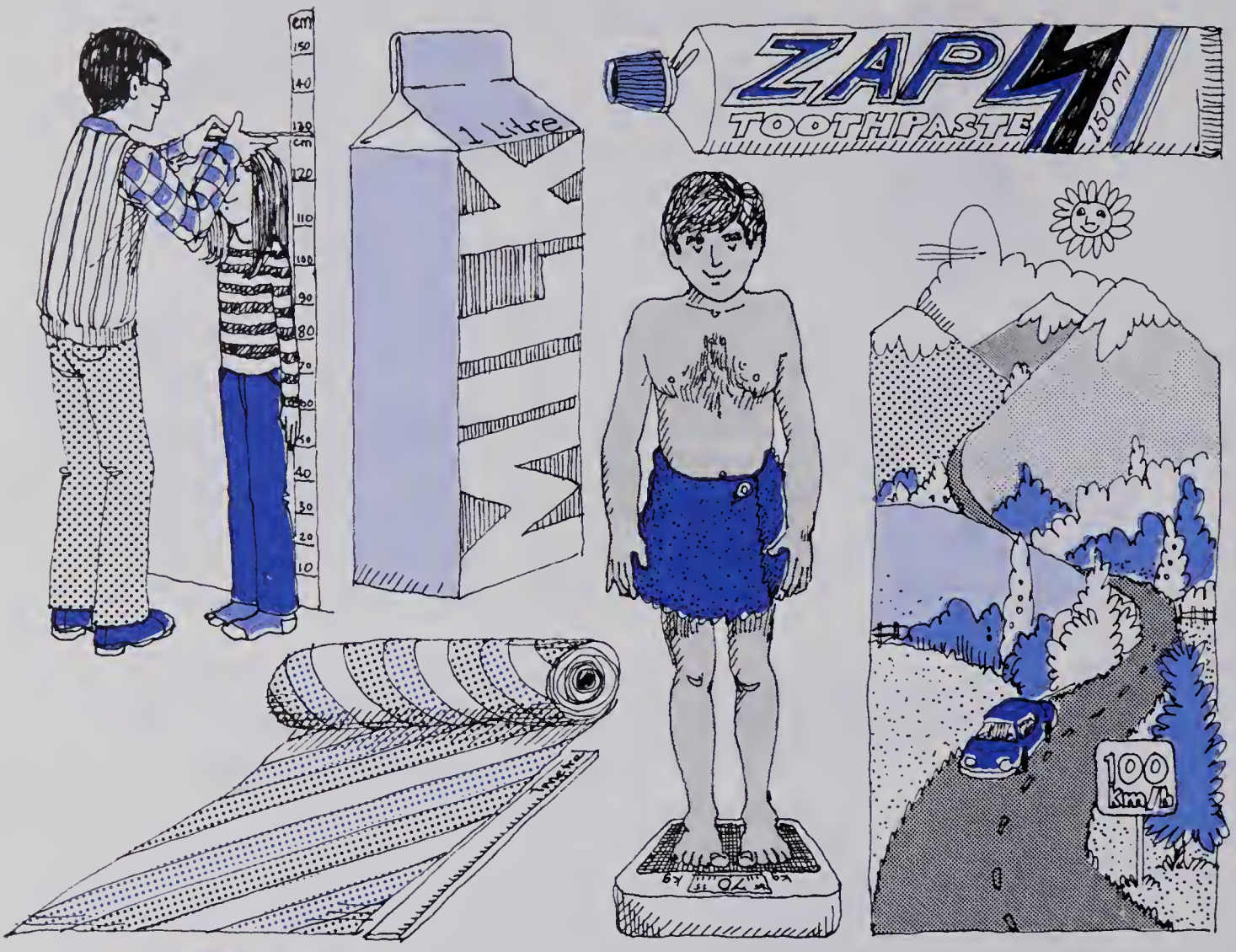
7. Answer each question with a complete sentence. Use the underlined word in your sentence.
   1. Which is your favorite book?
   2. Why don't you write a letter to your friend?
   3. Who had an apple?

8. Complete these sentences with list words that have double consonants.
   1. My _____ is at a meeting.
   2. I could hear the _____ of the bees.
   3. Why don't you eat your _____?
   4. If I _____ the bus, I'll be late.
   5. Did she put the _____ in the chest?

9. Use the clues below to help you write the missing list words on the word pole. Write the words in your book, using the pole numbers.
   1. belonging to them
   2. not here, but _____
   3. to listen
   4. It tells the time.
   5. firearms
   6. as snug as a _____ in a rug
   7. homophone for threw

1 t _ _ _ _
2 _ h _ _ _
3 _ _ _ r
4 _ _ o _ _
5 _ u _ _
6 _ _ g
7 _ _ _ _ _ _ h

Words for Measurement



1. Look at the pictures.
   What is the girl's height?
   How much milk is in the container?
   What is the speed limit on the highway?
   What is the temperature?
   What is the man's mass?
   How much toothpaste is in the package?
   How much cloth is in the piece?

2. Which words in the list in Exercise 3 would you use to measure each of these?

   volume length mass time temperature

3. This is a list of words you often read and write when you are studying measurement.
Your teacher will dictate them to you. Check your spelling with the book.

length	minute	kilometre
metre	litre	millilitre
gram	centimetre	Celsius
degree	kilogram	hour
volume	second	time
temperature	mass	

Use the LOOK SAY COVER WRITE CHECK method to study any words that were hard for you.

4. In math you often use *symbols*, rather than a complete word. For example you would likely write 10 cm rather than "ten centimetres."

Write the word for each of these metric symbols:

kg	cm	L	km
m	mL	g	°C
h	min		

5. Choose the right word from the brackets to complete each sentence.
Write the complete sentence.

The temperature in this room is about twenty degrees (centimetres, Celsius).

That tall man is about two hundred (metres, centimetres) tall.

A small car has a mass of about one (kilogram, tonne).

The speed limit on many of our highways is one hundred (metres, kilometres) per hour.

6. Write one or two sentences about each of these pictures. Be sure to use some measurement words in each sentence.

7. Write a complete answer to each of these questions. Your answer must use the word at the end of each question.

   How far is it to the farm? (kilometres)
   What is your mass? (kilograms)
   How much cloth are you buying? (metres)
   Why is it so cold? (Celsius)
   Which is cheaper? (litre)

8. Find the metric words in this puzzle. Write them in your notebook.

k	i	l	o	m	e	t	r	e
i	x	k	d	l	f	o	c	b
l	i	t	r	e	j	n	q	u
o	v	w	a	x	e	n	a	r
g	r	a	m	j	m	e	p	t
r	s	v	e	e	r	r	a	d
a	l	k	t	u	c	z	c	v
m	i	t	r	e	e	i	k	w
n	d	c	e	l	s	i	u	s

9. Your teacher will dictate these sentences.

   The beach was one hundred kilometres from the city.
   He was just a few centimetres away from the big hole.
   We bought ten kilograms of apples.
   The twins drink two litres of milk a week.
   It was minus two degrees Celsius.

   Proofread your sentences for spelling and punctuation.

7

rode
rope
cabin
camp
closed
own
owner
owned
alone
both
blow
boats
said
know

Pretest

How many words did you spell correctly on this test?
List the words you misspelled.
Use the study method to help you learn the difficult words and the words you misspelled.

Study Helps

1. Read this sentence. Listen for /ō/ in the underlined words.

Roses grow beside the road that leads to his home.

How is /ō/ spelled in grow and road?
Notice that in home, /ō/ is spelled "o-consonant-e."

2. Write the list words in which /ō/ is spelled "o -consonant-e."
Write the list words in which /ō/ is spelled **ow**.
Write the list word in which /ō/ is spelled **oa**.
Write the list word in which /ō/ is spelled **o**.

3. For each picture word, write a list word that rhymes.
Remember that rhyming parts may have different spellings.

4. Read these sentences.
Will you close the door?
I closed the door yesterday.
Notice that closed has the ending **ed**. Take off the ending **ed** and write close.
Close is a *base word*.

   Remember when you add the ending **ed** to a base word that ends in **e**, drop the **e** before adding the ending. For example:

   close + **ed** —closed

   Write the other list word that has the **ed** ending.

5. Write **owned**. Write its base word.
Write **owner**. What is its base word?

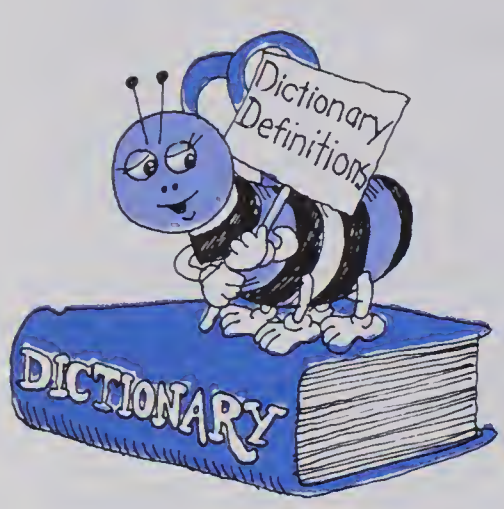
6. Say and write the word **know**.
What is the first consonant sound you hear?
How is it spelled?
The letters **kn** at the beginning of a word always spell /n/.

7. Say and write the word **said**.
What vowel sound do you hear?
What letters spell the vowel sound?

   Write the base word of said.
What vowel sound do you hear?
Circle the letters that spell /ā/.

/ō/ can be spelled "**o**-consonant-**e**" as in **rode**
can be spelled **ow** as in **own**
can be spelled **oa** as in **boats**
can be spelled **o** as in **both**

Extending Your Spelling Skills



1. A dictionary gives the *meanings* or *definitions* of the entry words. Most entry words have more than one meaning. The different meanings for an entry word help us to understand the word better and how it can be used in different ways.

   Read the dictionary entry for rope.

> **rope** (rōp) **1** a strong, thick line or cord made by twisting smaller cords together. **2** to tie, bind, or fasten with a rope. **3** enclose or mark off with a rope. **4** catch a horse, calf, etc. with a lasso. **5** a number of things twisted or strung together: *a rope of onions, a rope of pearls.* **6** a cord or noose for hanging a person.

   What is the meaning of rope in each of these sentences?

   They tied the rope to a pole.
   We rope the cattle with lassos.
   I bought a rope of beads.

   When you look up the meaning of a word, be sure to choose the correct meaning for your sentence.

2. Copy these sentences in your book and complete them with /ō/ list words.
   1. The _____ of the _____ taught us how to sail.
   2. Do you _____ her name?
   3. She _____ the horse to the fair.
   4. One person _____ can do this work.
   5. I would like to _____ an airplane.
   6. Can _____ of you help me _____ out the candles?

   Check your sentences for spelling.

3. Use these clues to write words that begin with **kn**. You will find the words in the sentence below the clues.

—part of your leg
—another form of know
—You do this with dough.
—Grandma needs needles to do this.

Father knew that Todd liked to sit on his knee, while Mother was kneading the bread, and Grandma was knitting.

4. Proofread Spelling Bee's sentences. Some words are misspelled.
Correct the words and then rewrite the sentences in your notebook.

The oner of the cabbin told us both to go for a ride. He said that we should get to knoe the countryside better. We rod our bikes up the hill. The road was full of holes and the wind was bloeing hard. We saw a woman hanging her washing on a rop. It was fun not to think of snow, closed windows and doors.

Proofread your sentences for spelling.

Unit Test

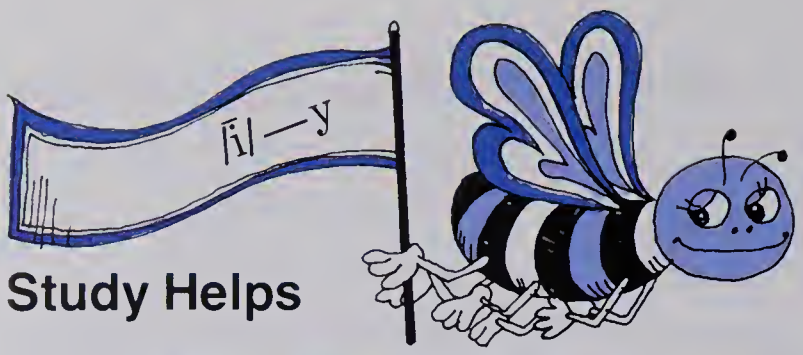
How many words did you get right on this test?
Be sure to record your score.
Study the words you found difficult.

8

cry
lying
trying
close
closer
bigger
sisters
miles
smile
nineteen
surprise
surprised
too
off

Pretest

How many words did you get right on this pretest?
In your spelling record, list the words you misspelled.
Study the words you misspelled to see why and where you made an error.

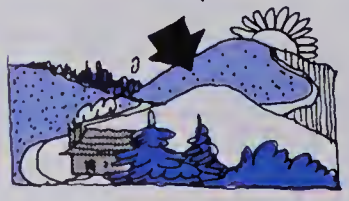


Study Helps

1. Read this sentence.
   Say the underlined words.
   Why do you try to fly my kite?
   What vowel sound do you hear in the underlined words?
   Notice that /ī/ is sometimes spelled with the letters "**i**-consonant-**e**" and sometimes with the letter **y**.
   Write the list words in which /ī/ is spelled **y**.
   Write the list words in which /ī/ is spelled "**i**-consonant-**e**."

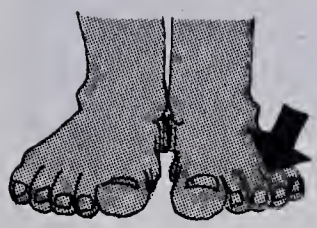
2. From each group of words, write only those words that have the same vowel sound as the picture word. Say each word carefully.

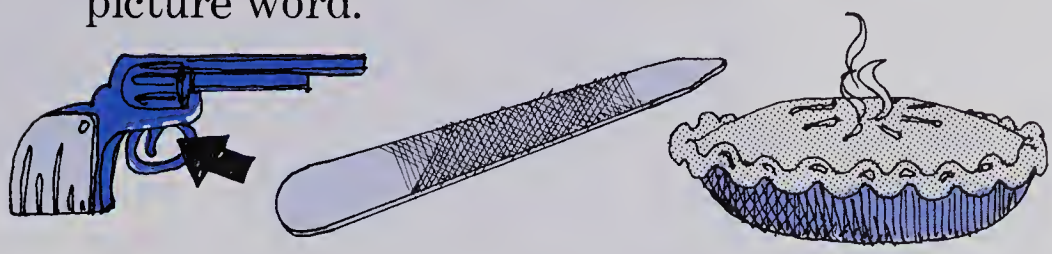
smile	bill	cry
tie	lying	trying
miles	hymn	win



sit	hid	hymn
sisters	will	nine
surprise	bigger	fist

3. Remember that rhyming words always have the same *ending sounds*. Sometimes the ending sounds have different *spellings* as in cries and size.
Write a list word that rhymes with each picture word.





4. Write the list word that means the opposite of each of these words.

farther smaller laugh brothers

5. Write the two list words that are plural.
Write the base words.
What letter was added to each base word to make it plural?

6. Write the list word that has the ending **ed**.
Write the base word.

How many syllables do you hear in each word?
Write each word in syllables.

Use the five steps to help you study these words.

7. Say these words. closer bigger
Write the base words.
Add the ending **er** to each base word.

How did you change the base word before you added the ending **er**?

/ī/ can be spelled **y** as in **cry**
can be spelled "**i**-consonant-**e**" as in **smile**

Extending Your Spelling Skills

1. Your teacher will dictate these sentences.

1. My sisters are nineteen years old.
2. I am trying to surprise my mother.
3. The plane flew too close to the wires.
4. We were surprised too.
5. They were trying to stay off the grass.
6. How many miles did you walk?

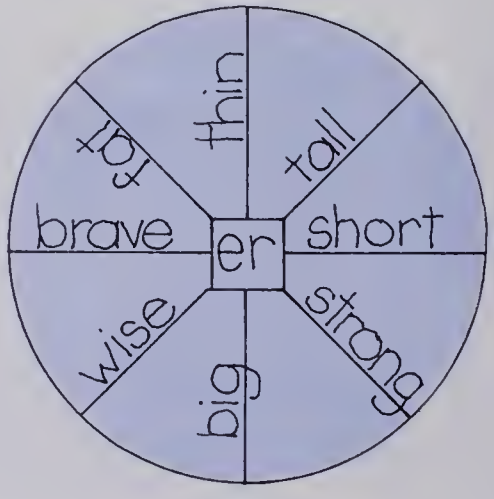
Proofread your sentences for spelling before you check with the book.

2. Rewrite each of these sentences and replace each underlined word with a list word that means almost the same.

1. She lives nearer to the school than I.
2. The picture was larger than we thought it was.
3. I saw the child weep after he had fallen down.
4. I am attempting to improve my handwriting.

3. Read the words on the wheel.
Add the ending **er** to each word.
Write the **er** words in your notebook.

Write sentences with some of the words.



4. Use the letter in the small box together with one or more letters in the larger box to spell as many /ī/ words as you can.

/ī/

y	t	a	f
	b	m	r
	l	s	k

5. Copy these sentences in your book.
Fill in the blanks with one of these words:

of off to too

1. He was _____ tired to take his coat _____.
2. The wheel _____ the car dropped _____ _____.
3. Would you like _____ come _____?

6. Proofread Spelling Bee's sentences. Rewrite the sentences in which you found mistakes.

1. Were you surprized that she smild?
2. If you're trying to warm yourself, come kloser to the fire.
3. Take the lid of when the water bubbles.

Unit Test

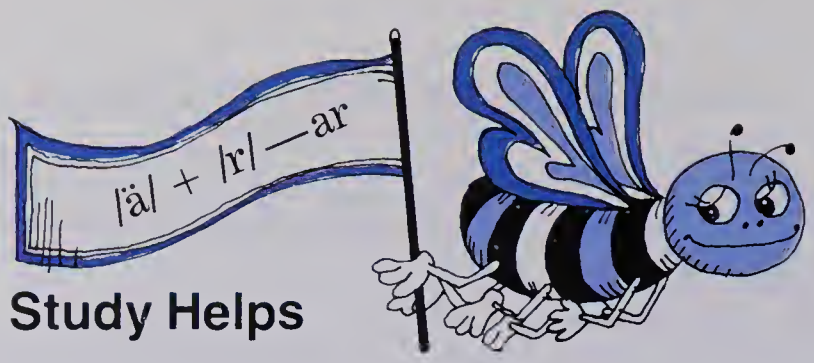
How many words did you spell correctly on this test?
Compare your pretest results with your unit test results.
Add any words you found hard to your problem word list.

9

art
sand
master
matter
cub
club
smart
sitting
bar
bark
barrel
part
an
because

Pretest

How many words did you spell correctly on this pretest?
If you misspelled some words, write them in your spelling record.
Check to see where and why you misspelled them.



Study Helps

1. Read this sentence. Listen for the vowel sound in each underlined word.

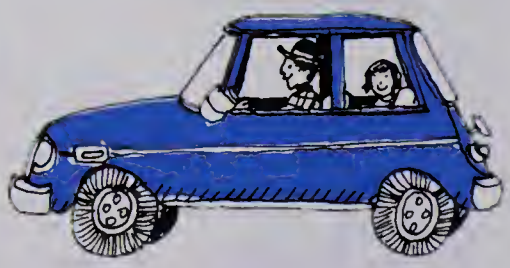
   We park the car far from the school.

   We show the vowel sound in these words like this: /ä/
   This special vowel sound is usually followed by /r/.

   Say and write the list words in which you hear /ä/ + /r/.
   Circle the letters that spell /ä/ + /r/.

2. From each group of words, write the words that have the same vowel sound as the picture word. Say each word carefully.

matter fan	far smart
bar part	bark art



3. Write the two list words in which you hear /u/.
   What is the first sound in each word?
   What letter spells this sound?

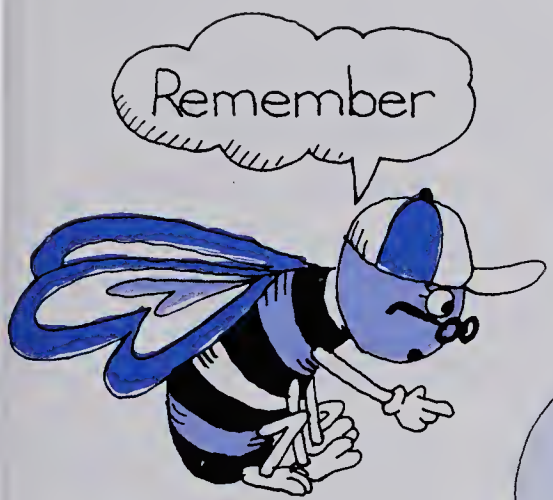
4. Say the five list words that have two syllables.
   Tap as you say each syllable.
   Do you hear a vowel sound in each syllable?
   Write the words.
   Use the syllables to help you spell these words.

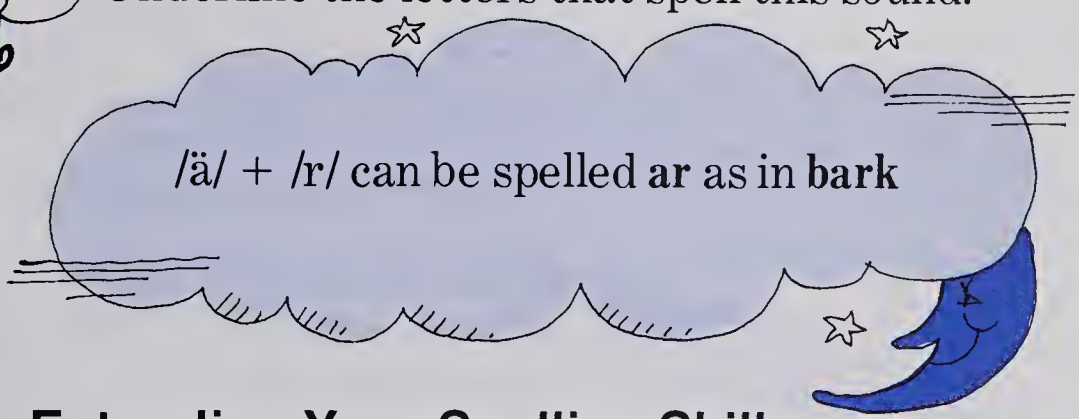
5. Write the list words that have double consonants. Circle the double consonant letters.

6. Say and write the word **barrel**.
Notice that /a/ is followed by a double consonant—**rr**.

   Use the five-step study method to help you learn this word.

7. Say and write the word **because**.
How many syllables do you hear?
What is the vowel sound in the first syllable?
Circle the letter that spells this sound.
What is the vowel sound in the second syllable?
Underline the letters that spell this sound.



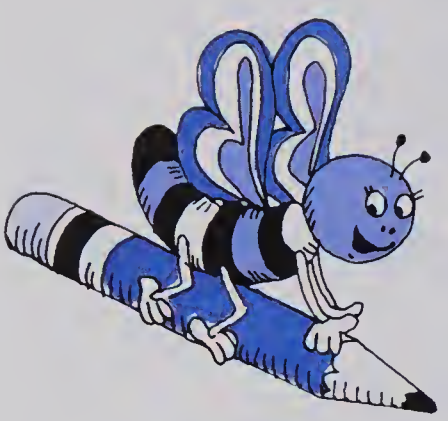


Extending Your Spelling Skills

1. Write all the list words you can find in this puzzle.

b	e	c	a	u	s	e		
m				b	m		t	m
a	d	t	s	a	a	r		a
s	e	b	a	r	r	e	l	t
t		a	n		t		s	t
e	c	r	d		m	r	l	e
r		k		a	p	d		r

2. Read Spelling Bee's story. Find all the spelling mistakes. Then rewrite the story. Be sure to spell all the words correctly.



My dog was barrking and barrking. I said to Mom, "Something is the mater because Rover is too smart to bark at nothing." Mom looked out of the window. She was shocked to see a little bear kub siting in the sand behind our rain barell. We watched the kub. Soon the kub's mother came and gave him a slap. He ran around the barell and dashed off into the woods.

3. Some words in the sentences below are written in a code. Use the number code to write the words.

1	2	3	4	5
a	b	c	d	e

6	7	8	9	10
f	g	h	i	j

11	12	13	14	15
k	l	m	n	o

16	17	18	19	20
p	q	r	s	t

21	22	23	24	25
u	v	w	x	y

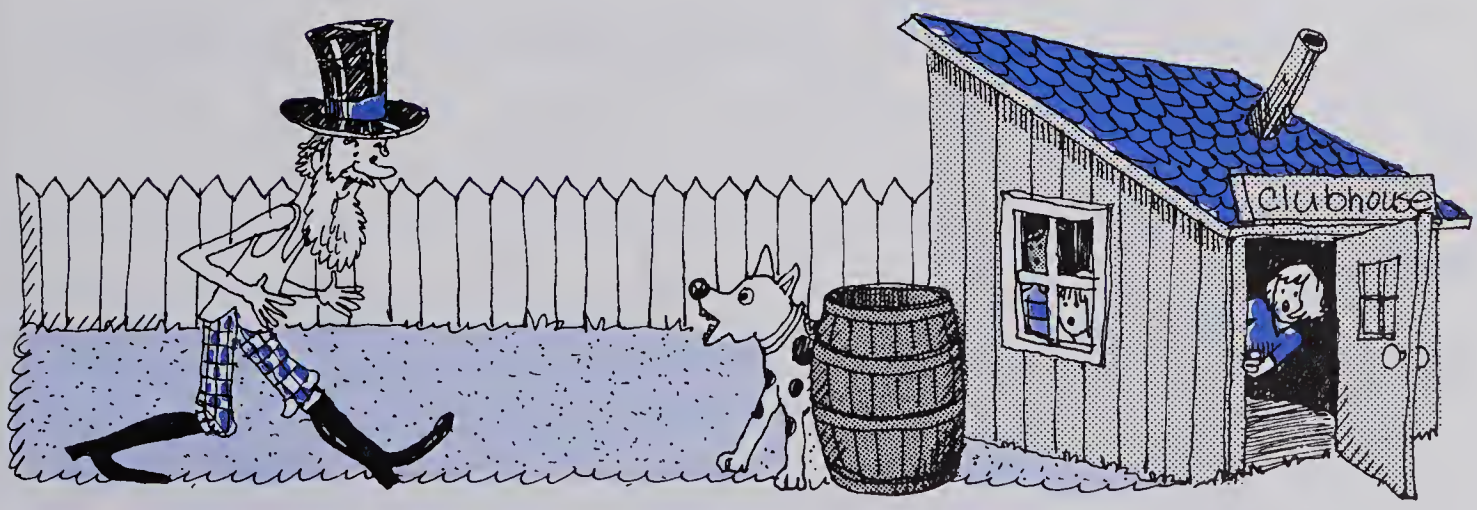
1. Our dog is 19 + 13 + 1 + 18 + 20 because it doesn't 2 + 1 + 18 + 11 during our 1 + 18 + 20 lesson.
2. Their 16 + 1 + 18 + 18 + 15 + 20 is red and green and blue.
3. We gave the rabbit our 3 + 1 + 18 + 18 + 15 + 20.
4. The wall was covered with black 13 + 1 + 18 + 11 + 19.

4. Complete these sentences with either **a** or **an**.
   1. She ate _____ apple, _____ orange and _____ carrot.
   2. They found _____ empty barrel on _____ beach.

5. Use these clues to write list words in your book.
   Use the clue numbers when you write the words.
   1. the opposite of slave
   2. not the whole
   3. the covering of a tree
   4. clever

6. Does this picture make you think of a story? Write the story.

   Proofread your writing for spelling and punctuation, and then give it to a classmate to read.



Unit Test

How many words did you get right on this test?
Be sure to record your score.

10

dream
please
leave
chief
piece
believe
sheep
creek
sleeping
bet
wet
yard
friend
they

Pretest

How many words did you get right on the pretest?
Record your score.
Write the words you misspelled in your spelling record.
Use the study method to help you learn the words you misspelled.

Study Helps

1. Read this sentence. Look at the underlined words.

   She eats a piece of cheese with her pie.

   What vowel sound do you hear in the underlined words?
   Notice how /ē/ is spelled in the underlined words.
   Write the word in which /ē/ is spelled ea.
   Write the word in which /ē/ is spelled ee.
   Write the word in which /ē/ is spelled ie.
   Write the word in which /ē/ is spelled e.

2. Copy this chart in your book.
   Look at the word list. Say all the ee, ie, and ea words.
   Write the words under the correct headings in the chart.

/ē/		
ee	ea	ie

   Which ie word did not fit in the chart?

3. Say and write the word friend. Look at it.
   What vowel sound do you hear?
   Circle the letters that spell this sound.
   Write the other two list words that have /e/.

4. If you found some of the list words difficult, use the LOOK SAY COVER WRITE CHECK method to help you learn these words.

   You may also try this:

   Put the difficult word on a card.
   Use a blank card to cover the word.
   Slowly slide the blank card across the word so that you can see more and more of the word.
   Now slide the blank card across the word more quickly as you say the word.
   Turn the card over and write the word.
   Check your spelling.

5. Say and write the word **they**. Look at it.
   What vowel sound do you hear?
   Which letters spell /ā/?

6. Say and write the word **believe**.
   How many syllables do you hear?
   How many vowel sounds are there?
   What letters spell the second vowel sound?
   Write the other two-syllable list word.
   Write its base word.
   What ending was added to the base word?

7. Say and write the word that has /ä/ + /r/.
   Circle the consonant letter at the beginning of the word.

/ē/ can be spelled **ea** as in **dream**
can be spelled **ee** as in **sheep**
can be spelled **ie** as in **chief**

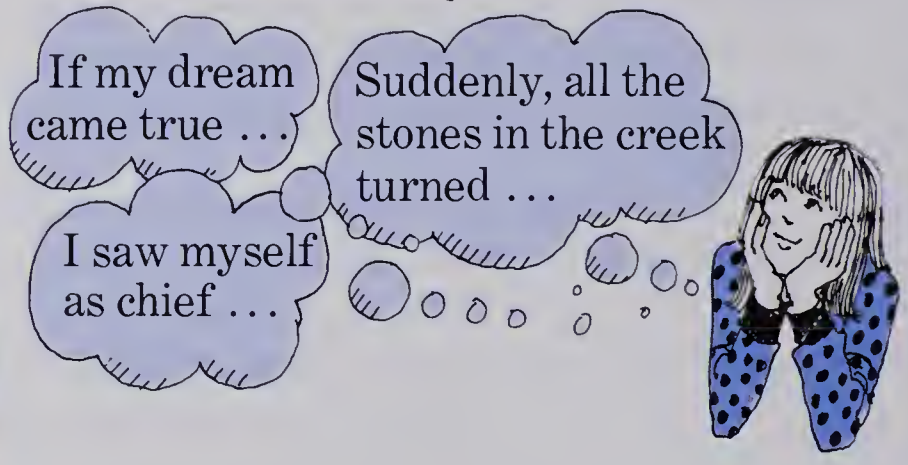
Extending Your Spelling Skills

1. Your teacher will dictate these sentences.

   1. They believe the story told by the fire chief.
   2. We play ball in the school yard.
   3. My friend had a bad dream.
   4. Please look after the sheep by the creek.
   5. Do not leave your wet boots in the hall.

   Proofread your sentences for spelling.
   Correct the words you misspelled.

2. Do you daydream?
   Complete each of these daydreams with one or two sentences of your own.



   Proofread your sentences for spelling, punctuation and capitalization.

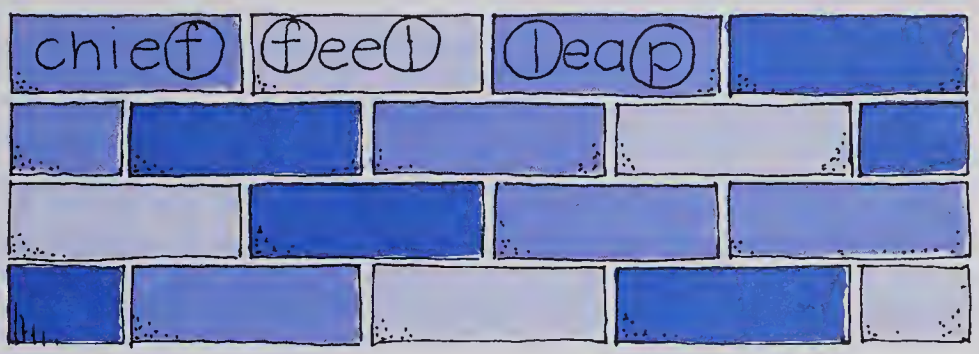
3. Say and write the words chief and sheep.
   Circle the letters at the beginning of each word that spell a special sound.

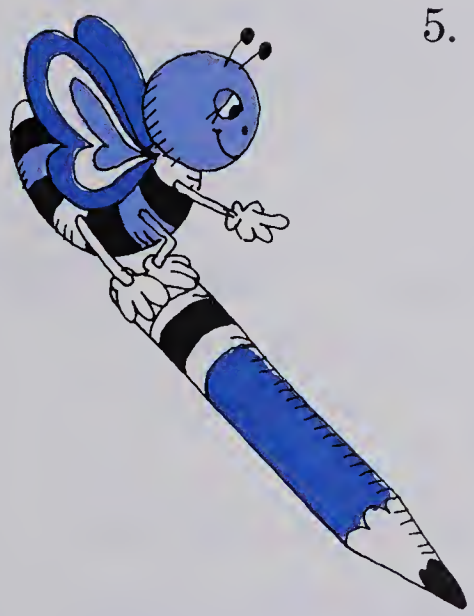
   Help Spelling Bee buy some balloons that have words with either /ch/ or /sh/ on them.

   Which balloons did Spelling Bee buy?
   Draw Spelling Bee's balloons in your notebook.

4. Build an /ē/ wall in your book. Write the word chief on the first brick. Then use the last letter of chief to begin the next word. Continue to use the last letter of a word as the beginning letter of the next word.

   The first three bricks are done for you. How many bricks can you put on the wall?





5. Spelling Bee is writing a story.

> One day, while I was sleeping, I had a dream. I dreamed I was the chief of all the animals. I could make them do whatever I chose. I made the sheep leave their fields and swim in the creeks. Then the fish had to jump out of the creeks .....

What else do you think Spelling Bee dreamed? Finish the story.

Unit Test

How many words did you spell correctly on this test?
Be sure to record your score.
Add the words which you found difficult to your special study list.

11

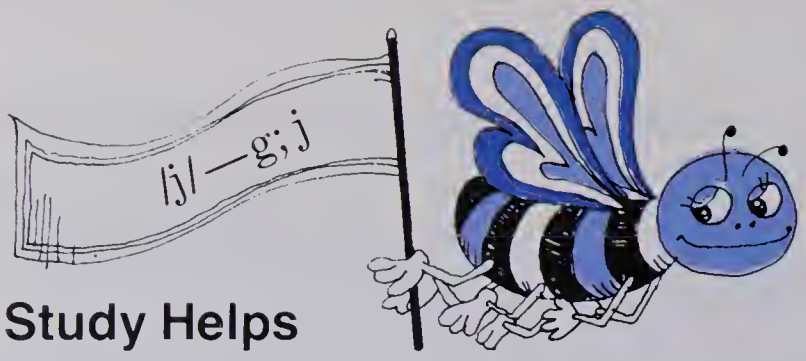
stranger
orange
change
across
rocks
drove
broken
plane
takes
cage
jail
jungle
where
then

Pretest

How many words did you spell correctly on the pretest?

If you misspelled any words, look at the words carefully to see why and where you misspelled them.

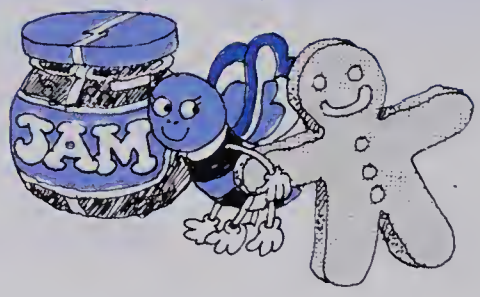
Write the words in your spelling record.



Study Helps

1. Read this sentence. Listen for /j/ in the underlined words.

   Spelling Bee takes the jar of jam and the gingerbread.



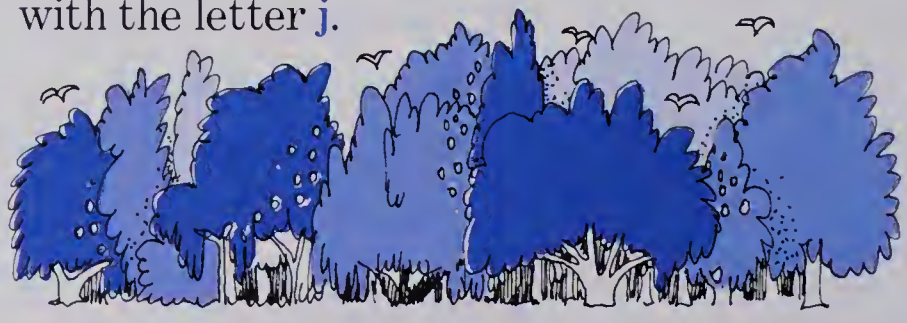
   What letter spells /j/ in each of these words? Notice that in gingerbread, /j/ is spelled with the letter g.

2. Say and write these words:

   orange change cage

   Circle the last two letters in each word. Notice that /j/ at the end of the words is spelled with the letters ge.

   Write two list words in which /j/ is spelled with the letter j.



3. Say the word jungle.
   How many syllables do you hear? Write the word.
   What sound does the letter g spell?
   Notice how the last syllable is spelled.

4. Write the words in which you hear /j/.
   In each word, circle the letter or letters that spell /j/.

stranger	change	gentle
job	giraffe	jail
orange	grow	grand
bag	cage	jungle

5. Say and write the word **where**.
   Listen for the beginning consonant sound.
   Circle the letters that spell this sound.

   Say these words. Listen for the beginning consonant sound in each word.

what when which who

6. Say and write the two list words in which you hear /ō/.
   Underline the letters that spell /ō/.

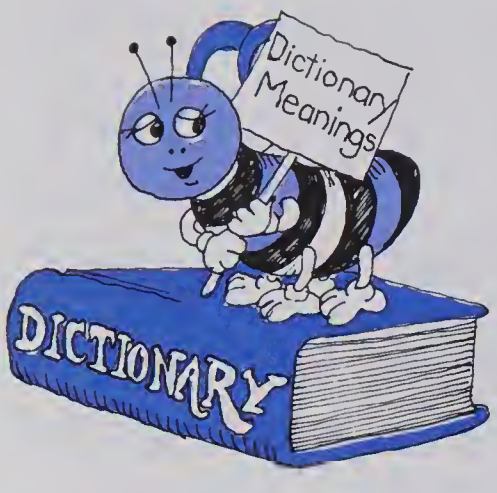
7. Say and write the word **across**.
   What consonant sound does **c** spell?

   Say and write the list word in which /k/ is spelled **ck**.

   Say and write the list words in which /k/ is spelled **k**.

In some words, /j/ is spelled with the letter **j**, as in **jail**.
In some words, /j/ is spelled with the letters **ge**, as in **cage**.

Extending Your Spelling Skills



1. A dictionary gives the meanings of words. Most words have more than one meaning. The different meanings for an entry word help us to understand the word better, and to use it in different ways.

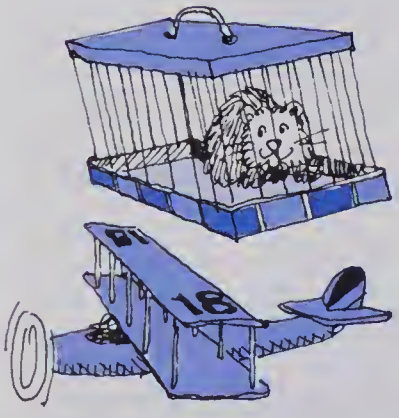
   Read the meanings for the entry word orange.

> **or·ange** (ôr′inj) **1** a round, reddish-yellow, juicy fruit that is good to eat: *Oranges grow in warm climates.* **2** the tree it grows on. **3** the color made by mixing red and yellow. **4** of or having this color: *She wore an orange dress.*

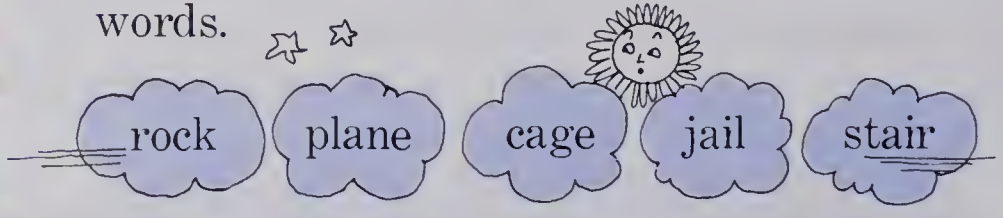
   What are the meanings of the word orange in these sentences?

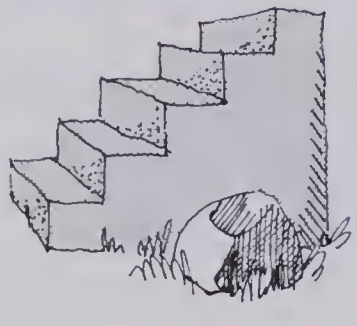
   The orange is sweet and juicy.
   You mix red and yellow to get orange.
   She wore an orange dress.

   When you look up the meaning of a word, be sure to choose the correct meaning for your sentence.



2. Write the plural form for each of these base words.





3. Write as many words as you can that rhyme with these pairs of words.

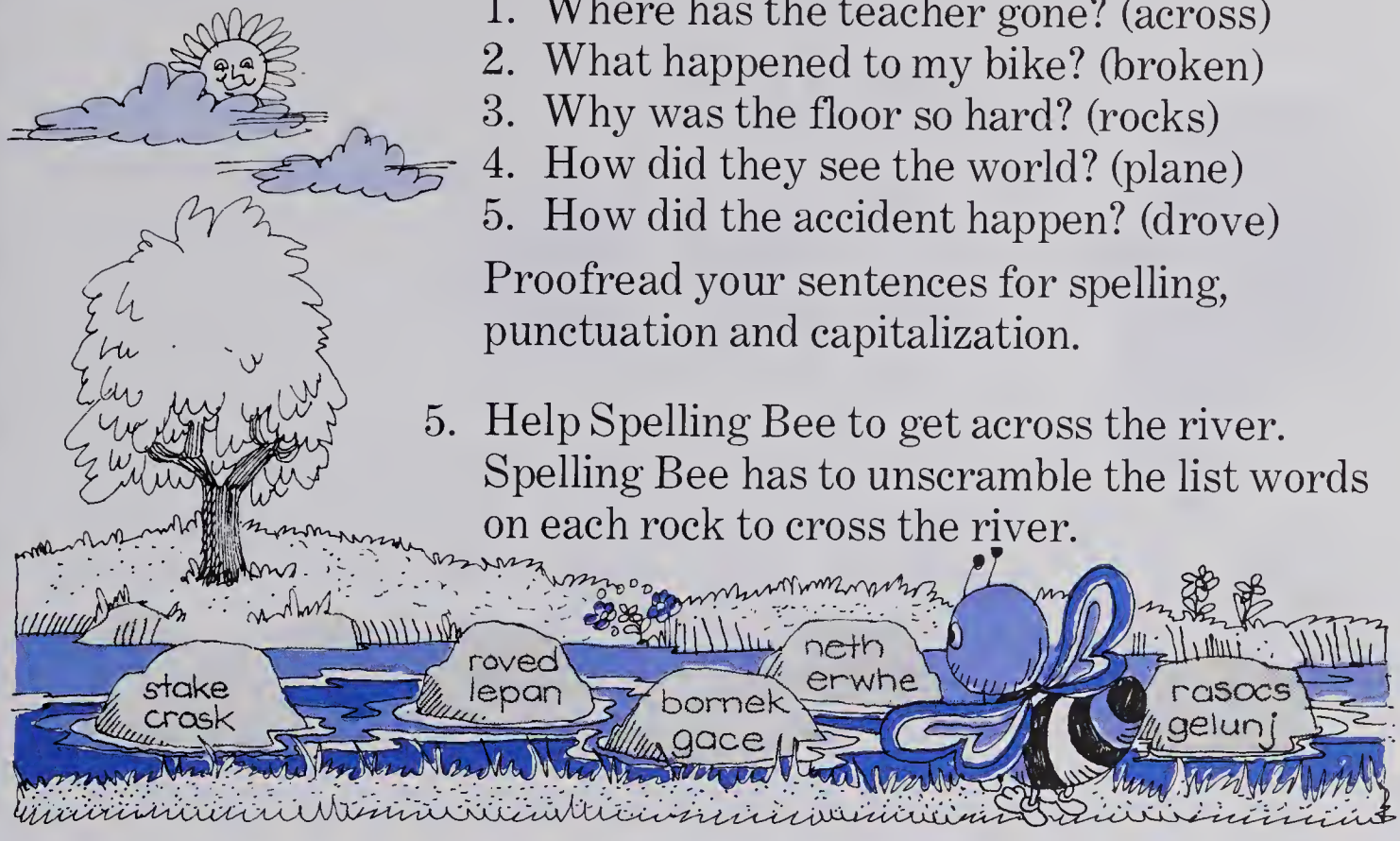
cage and page	stove and drove
takes and brakes	locks and rocks
mane and plane	where and pear
pail and jail	pen and then

4. Answer each question in a sentence.
In your answer use the word in brackets.

1. Where has the teacher gone? (across)
2. What happened to my bike? (broken)
3. Why was the floor so hard? (rocks)
4. How did they see the world? (plane)
5. How did the accident happen? (drove)

Proofread your sentences for spelling, punctuation and capitalization.

5. Help Spelling Bee to get across the river.
Spelling Bee has to unscramble the list words on each rock to cross the river.



6. Rearrange these words to write complete sentences in your book. All punctuation and capital letters have been left out.

1. change buy orange you an to have do
2. the went rocks over stranger the walked and the into jungle
3. plane the i know broken is where

Unit Test

How many words did you get right on this test?
Did you misspell any words in both the pretest and the unit test?
Be sure to record your score.
Add any words that you found hard to your problem word list.

12

Looking Back

1. Check the list of words that you misspelled in Units 7—11.

   For each word in your list:

   (1) Say the word.

   (2) Decide whether the word is spelled differently from the way it sounds. For example: jail is spelled the way it sounds; friend has an unexpected letter.

   (3) Write all the words that are spelled differently from the way they sound.

   (4) Use the LOOK SAY COVER WRITE CHECK steps to study these words.

   (5) Write each word that you find particularly hard on a separate card. Study it by sliding a blank card over it as you did in Unit 10.

2. Write the plural form for each of these base words.

friend	plane	stair	master
rock	cage	cub	barrel
mile	cabin	owner	sister

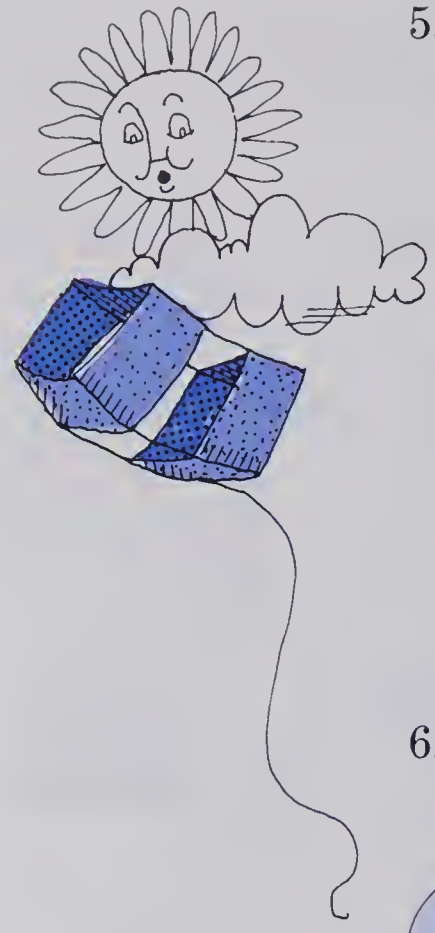
   What letter did you add to each of these words to make it plural?

3. Write these headings in your book.
Write the list words from Units 7—11 that fit under each heading.

/ō/—**o-e**	/ō/—**ow**	/ō/—**oa**	/ī/—**y**	/ä/+/r/-**ar**
/ē/—ee	**/ē/—ea**	**/ē/—ie**	**/j/—g**	**/j/—j**

4. Proofread Spelling Bee's story for spelling and punctuation. Rewrite the story correctly in your book.

The owner of the cabbin was last seen when his plain took of. Some beleive that a stranjer asked him to fly a surprize cargo akros the jungel. A man sed that the stranjer was carrying a barell into the plain. Everyone sed that the plain may have crashed in the jungel.



5. Words that sound the same but have different spellings are called homophones.
Write the following words in a list. Beside each word, write a list word that is a homophone.

two road peace no creak plain

Write sentences using the homophones. Use each pair of homophones in one sentence.

For example: **The kite blew away into the blue sky.**

6. Add either **s, ed** or **ing** to each of the base words below.

surprise	close	move	lie
believe	want	try	dream

Complete the sentences by choosing the right word for each blank.

It was cold and wet yesterday. We _____ the door and _____ closer to the fire. We were _____ to think of games to play. We were all _____ on the rug.
"Ken _____ to sleep," said Frank. "And Kelly _____ we should tell ghost stories. What do you want to do, Mavis?"
Mavis thought for a moment and _____ them with this idea.
"Let's make paper boats and float them in the bathtub. Stop _____, Ken. Get up."

7. Add the ending **er** to these base words.

close	own	smart
dream	move	jail

Use each new word in a sentence.

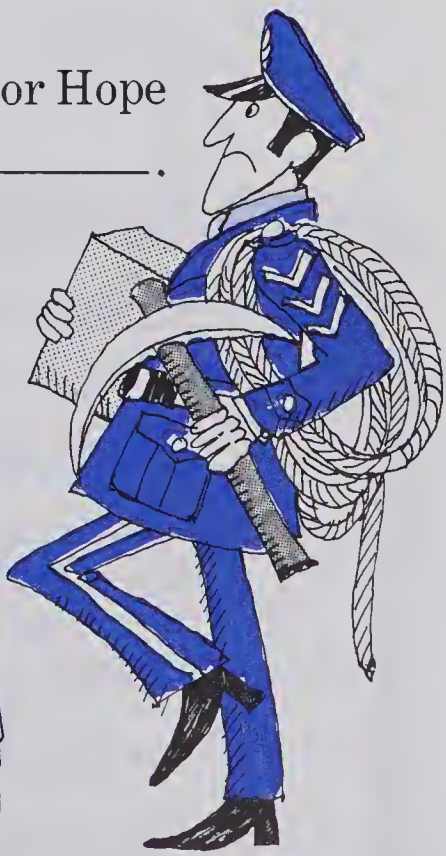
8. Write verses using made-up names of people to rhyme with words from your word lists. For example:

Captain Farrel
Brought the barrel.

Now finish these rhymes.

Master Fief
Caught the _____.

Major Hope
_____.



Sergeant Fry
_____.

Corporal Scamp
_____.

TV Words

1. Most of us watch television when there is a good program on, or sometimes just when we have nothing to do.

   List your favorite TV programs. Write one or two sentences that tell why you like each of these shows.

2. Here are some TV words that you often hear. Have a classmate dictate them to you. Listen carefully to each word. Check your spelling with the book.

channel	television	camera	screen
telecast	microphone	actor	announcer
station	antenna	video	cartoon
studio	program	audio	commercial

3. Write a TV word that matches each of the clues below.

a person who reads the news — TV

a machine that takes pictures — part of the TV set

the sound part of television — a star

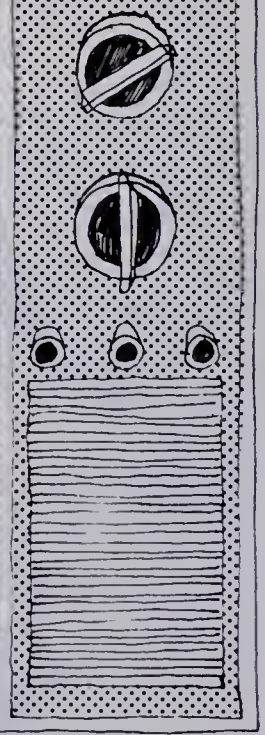
what you watch on TV — what people talk into

a place from which a TV show is broadcast — shown by its number on the dial on the TV set

the picture part of television — a program that doesn't show real people or animals

a way of sending pictures through the air — set of metal rods on the roof of a house

tells you about things like toys, and cars and toothpaste

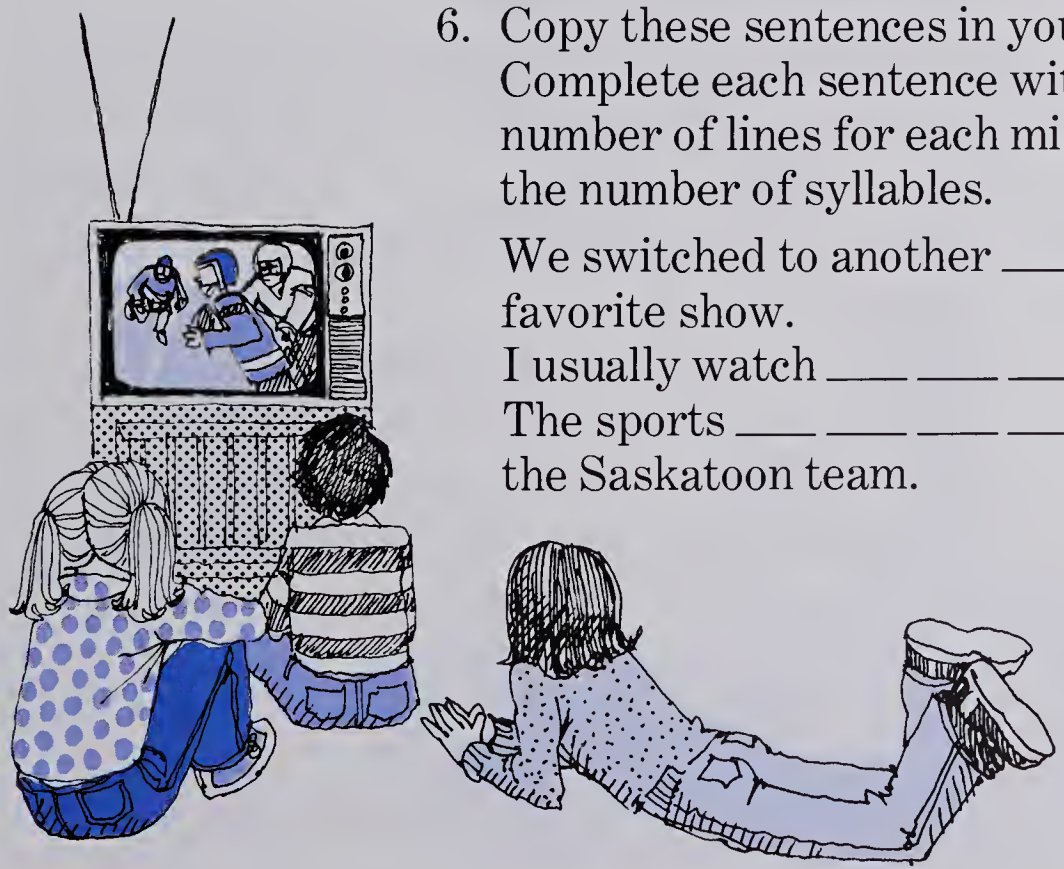


4. Write a TV word that rhymes with each of these words.

green nation panel tractor

5. Find the TV words in this puzzle. Write them in your notebook.

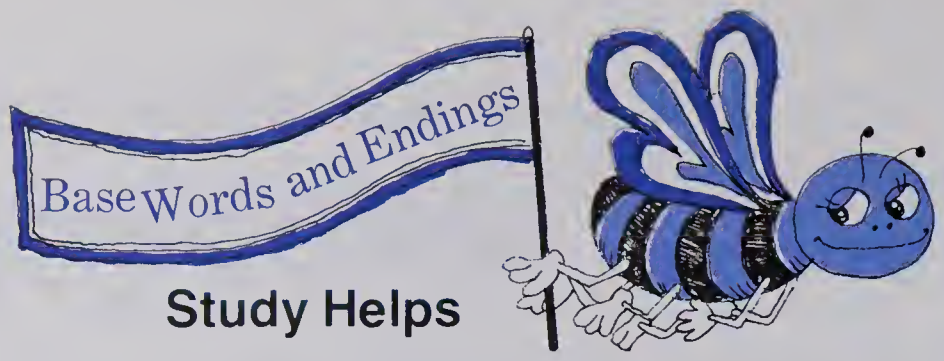
				n	c	a	m	e	r	a	
	t	e	l	e	v	i	s	i	o	n	
z	e	c		t	a	p	i	n	g	e	
a	l		a	w		d	b	v		w	
c	e	w		o		b		i		s	
t	c	s	c	r	e	e	n	d	b	c	
o	a		s	k			c	e	f	a	
r	s	d	i	r	e	c	t	o	r	s	
s	t	a	t	i	o	n			a	t	



6. Copy these sentences in your notebook. Complete each sentence with a TV word. The number of lines for each missing word shows the number of syllables.

We switched to another ___ ___ to get my favorite show.
I usually watch ___ ___ ___ ___ after supper.
The sports ___ ___ ___ ___ seemed to prefer the Saskatoon team.

13



hunting
reading
falling
talking
learned
passed
stuffed
dreamed
watched
watching
thinking
climbing
started
heard

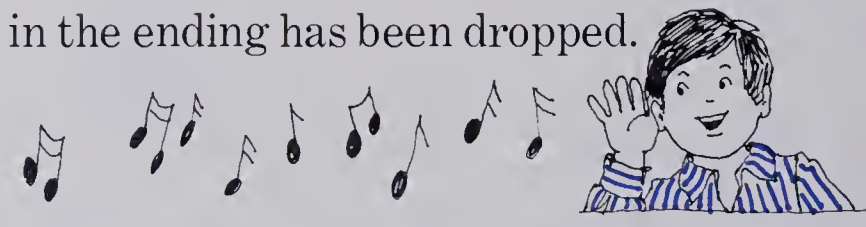
Pretest

How many words did you get right on the pretest?
How many words did you find hard to spell?
List these words in your spelling record.

Study Helps

1. All the list words are base words + endings.
   Write the list words with the **ing** ending.
   Write the base word of each.

2. Write the list words with the **ed** ending.
   Write the base word of each.
   Did you write hear as the base word of heard?
   Notice: hear + (e)**d** = heard
   The **e** in the ending has been dropped.



3. Read the list of **ing** words.
   How many syllables are there in each word?
   What is the last syllable in each word?

4. Read the list of **ed** words.
   How many syllables are there in each word except one?
   Which word has two syllables?
   What is the last syllable of started?
   Notice that, in some words, the **ed** ending forms a syllable. In others, the **ed** ending is pronounced /d/ or /t/.

5. Write **heard**.
   Circle the letters that spell /ė/ + /r/.
   Write the other list word that has the same spelling for /ė/ + /r/.

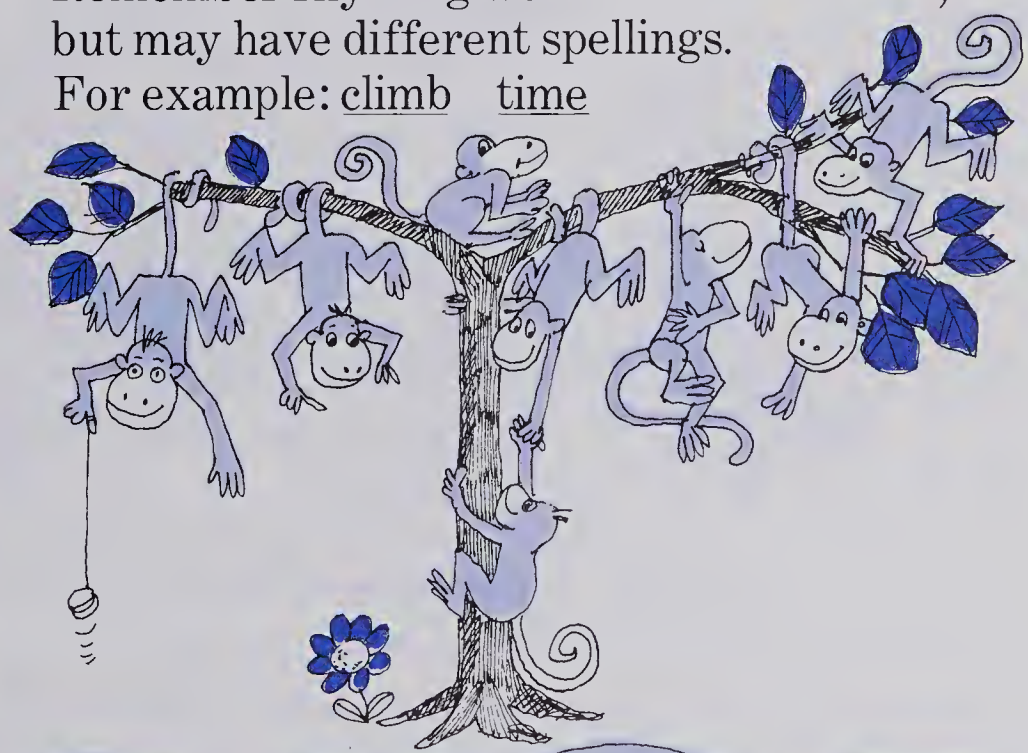
6. Say and write the word **climbing**.
   Write its base word.
   What is the last sound in the base word?
   Notice that, in climb, /m/ is spelled with the letters **mb**.

   Some other words that have this spelling are crumb and numb.

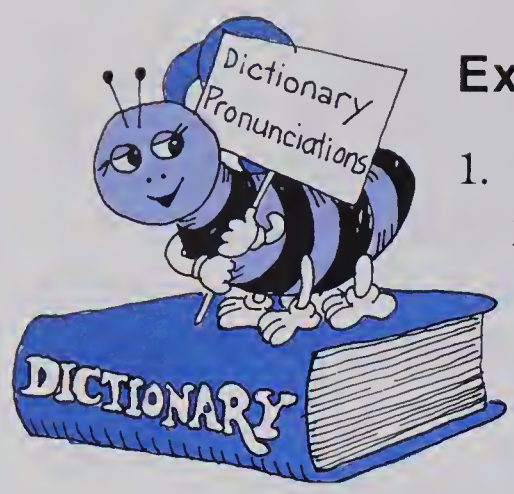
7. Write the list words that have double consonants.

8. Write the base word of **dreamed**.
   Write words that rhyme with **dream.**

9. Write the base word of **climbing**.
   Write words that rhyme with climb.
   Remember rhyming words sound the same, but may have different spellings.
   For example: climb time



Many words are formed by adding **ing** or **ed** to a base word, as in hunt, hunting, hunted.



climb (klīm) go up: *to climb a hill, to climb a ladder.*

sieve (siv) a utensil having holes that let liquids and smaller pieces pass through, but not the larger pieces: *Shaking flour through a sieve breaks up lumps.*

stuff (stuf) what a thing is made of; material: *She bought some white stuff for curtains.*

talk (tok or tôk) **1** use words; speak: *Baby is learning to talk.* **2** use in speaking: *Can you talk French?*

watch (woch) a device for telling time, small enough to be carried in a pocket or worn on the wrist.

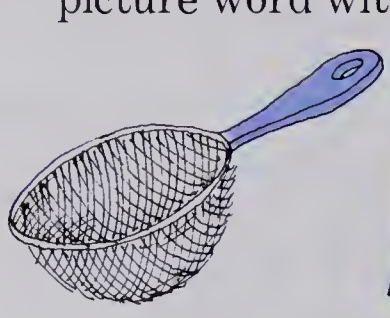
yacht (yot) a boat for pleasure trips or for racing.

Extending Your Spelling Skills

1. A dictionary will help you to find out how to *pronounce* a word. The *pronunciation* of each entry word in a dictionary is shown in brackets right after the entry word. Each *sound* in a word has its own *symbol*, like this:

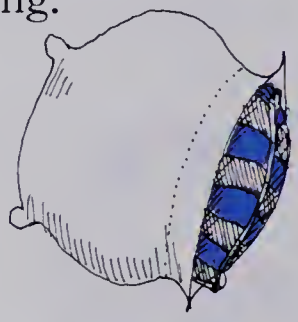
   bead (bēd)

   Look at each picture and the pronunciation of the picture word. Say each word. Find the word in the list at the left and write each picture word with its right spelling.

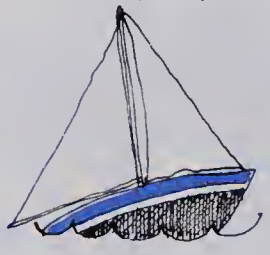


(siv)

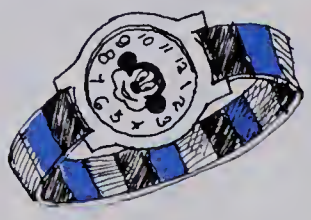
(klīm)



(stuf)



(yot)



(woch)

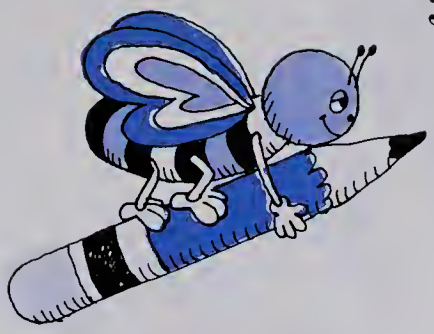
(tok)

2. Complete the sentences with list words that are formed from the underlined base words.

   I could <u>read</u> all day.
   Do you like _____?

   I won't <u>fall</u> down.
   Oh-oh! I am . . . I'm _____.

   Let's <u>watch</u> the ball game.
   We all _____ the whole game.
   We ate popcorn while we were _____.



3. Spelling Bee is practising spelling. Help Spelling Bee pick the words to which both **ed** and **ing** can be added.
Write the words in a column. Beside each word, write the **ed** and **ing** forms.

talk	pass	fly	cry	think	run
fall	see	hunt	dream	hear	watch

4. Write a story about this picture.

Be sure to proofread your writing.

Unit Test

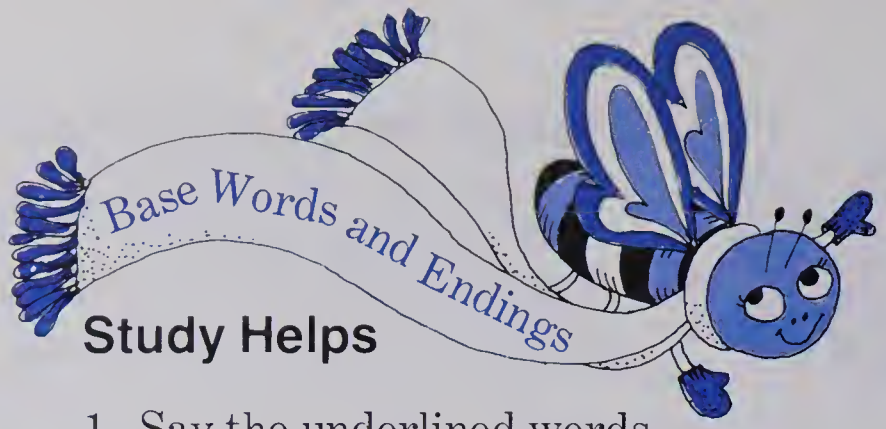
Record your score.
Compare your score with your pretest score.
Did you misspell any of the same words?
If you did, look at each one carefully, to see why you misspelled it.
Write each of these words in your problem word list.

14

chased
dressed
missed
scored
laughed
pushed
used
laughing
making
moving
taking
racing
watch
coming

Pretest

How many words did you get right on the pretest?
Study the words you misspelled to see why and where you went wrong.
Write the words you misspelled in your spelling record.



Study Helps

1. Say the underlined words.

   We laughed and played as we chased the funny clown.

   Which words end with /t/?
   Which word ends with /d/?

2. Say and write the list words in which **ed** spell /d/.
   How many syllables do you hear in each word?
   Beside each word, write the base word.
   What must you remember to do when the ending **ed** is added to base words that end with **e**?

3. Say and write the list words in which **ed** spell /t/.
   How many syllables do you hear?
   Beside each word, write the base word.

4. Add an ending to each of these base words to spell a list word.

move	race	come
take	make	laugh

   What ending did you add?
   What must you remember to do when the ending **ing** is added to base words that end with **e**?

5. Say and write the word **watch**.
   What sound do you hear at the end of the word?
   Circle the letters that spell this sound.

   These letters are usually found at the end of a word.

6. Say and write the word **laughing**.
   Write its base word.
   What vowel sound do you hear?
   What letters spell this vowel sound?
   What sound do the letters **gh** spell?

   There are very few words that spell /a/ with **au**.
   One other word is aunt.

   There are also very few words that spell /f/ with **gh**.
   Some words are: tough rough cough enough

   Use the study method to help you learn to spell laughing and laughed.

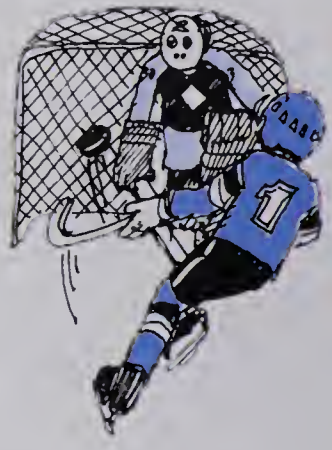
7. Say and write the word **coming**.
   Write its base word.
   Circle the letter that spells /k/.
   What vowel sound do you hear?
   Underline the letter that spells /u/.
   Write the other list word in which /k/ is spelled **c**.

Most words ending in **e** drop the **e** before adding the ending **ed** or **ing**.
For example: chase + **ed** = chased
chase + **ing** = chasing

Extending Your Spelling Skills

1. Copy these sentences in your book. Complete them with list words.
   1. The _____ car was going so fast that it _____ the turn, and crashed into the wall.
   2. The clowns were joking and _____ happily.
   3. She _____ the winning goal for our team.
   4. Who _____ up all the sugar?
   5. The children _____ each other across the playground. One little girl _____ another down.

2. Write one or two sentences about each picture. Try to use as many list words as you can.



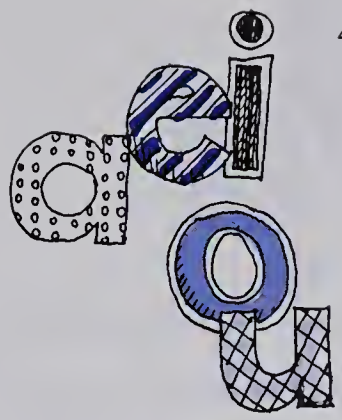
3. These are the base words of all the list words.

chase	dress	miss	watch
score	laugh	push	race
use	make	move	take
			come

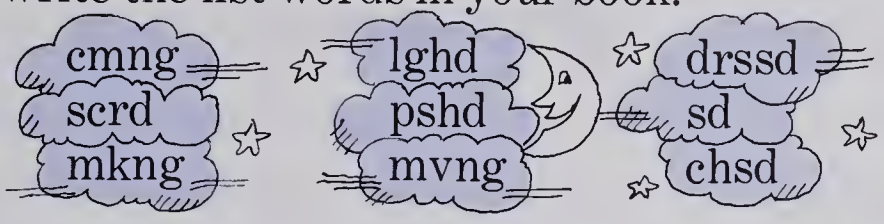
Write as many words as you can by adding endings to each base word. For example:

chase—chases chased chasing

Pay careful attention to base words that end with **e**.



4. All vowel letters are missing from these list words.
   Find out what the missing letters are, and write the list words in your book.



5. Spelling Bee forgot to use punctuation in this story beginning—and forgot how to spell some words too!

   Proofread the story beginning for spelling, punctuation and capitalization.

the old goat chasd the
lafing children across
the field suddenly they
realized that the goat was
not playing they stoped
lafing one child missed
her step and fell she
wached the goat comeing
closer and closer ...

   Rewrite the story correctly.
   What do you think happened? Finish the story.

Unit Test

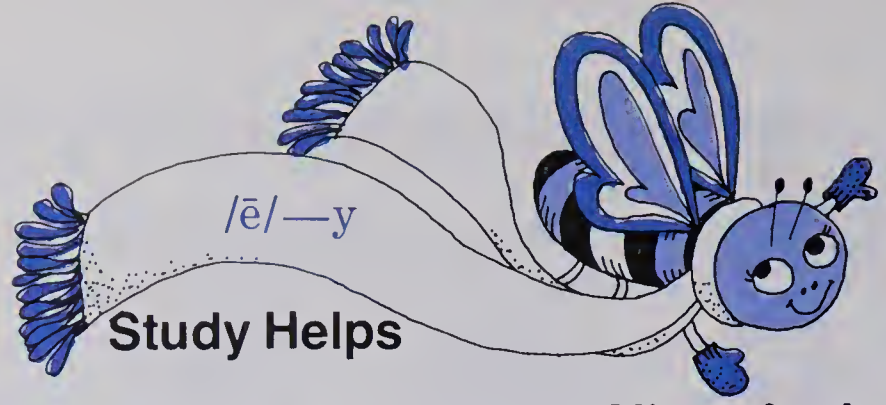
How many words did you get right on this test?
Did you misspell any words that you had right on the pretest?

15

rubbing
rainy
raining
pink
stayed
says
downstairs
drink
cherry
sorry
lucky
twenty
again
caught

Pretest

How many words did you spell correctly?
If you misspelled any words, be sure to look at them carefully and find out why you misspelled them.
Use the study method to help you spell these words.



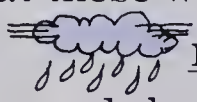
Study Helps

1. Read this sentence and listen for the last or final sound in each of the underlined words.

The sleepy girl didn't take off her dirty, muddy shoes.

What is the final vowel sound in the underlined words?
What letter spells this sound?
Write the other list words that spell /ē/ with **y**.

2. Look at these words.


rainy lucky

These words have the ending **y** added to the base words.
Write the base words.
Write the base words of the underlined words in exercise one.

3. Sometimes it is easier to spell a word if you first look at the base word.

Write the base word for each of these list words.

says rainy raining
stayed lucky rubbing

Did you write rub as the base word for rubbing? How was the base word changed before adding the ending?

4. Say and write the word **says**.
   Listen for the vowel sound.
   Circle the letters that spell /e/ in says.

   Write the base word for says.
   What vowel sound do you hear in say?
   Underline the letters that spell this sound.

   Notice that the vowel sounds in say and says are different, but they are spelled with the same letters.

5. Write the list words that spell /ā/ with **ai**.
   Write the list word that spells /ā/ with **ay**.

6. Say and write the word **again**.
   How many syllables do you hear?
   What is the second vowel sound—/e/ or /ā/?
   What letters spell this vowel sound?

7. Say and write the word **caught**.
   What vowel sound do you hear?
   Circle the letters that spell /o/.

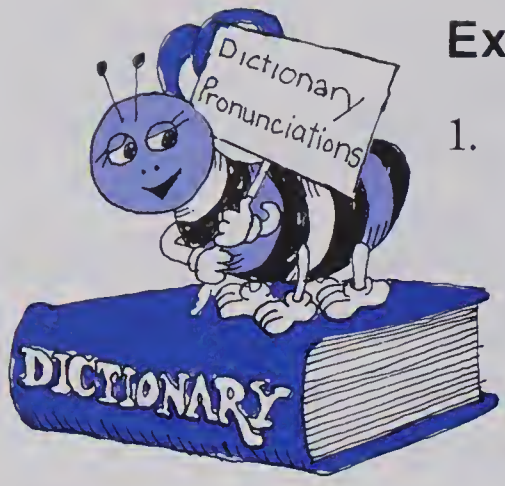
   There are few words that spell /o/ with **augh**.
   One other word is taught.

   Pay careful attention to the spellings of these words.
   Use the study method if you find them difficult to spell.

8. Say and write the word **downstairs**.
   How many base words are there?
   When two base words are joined to write one longer word, this word is called a *compound word*.

   Write another compound word.

/ē/ is sometimes spelled with the letter **y**

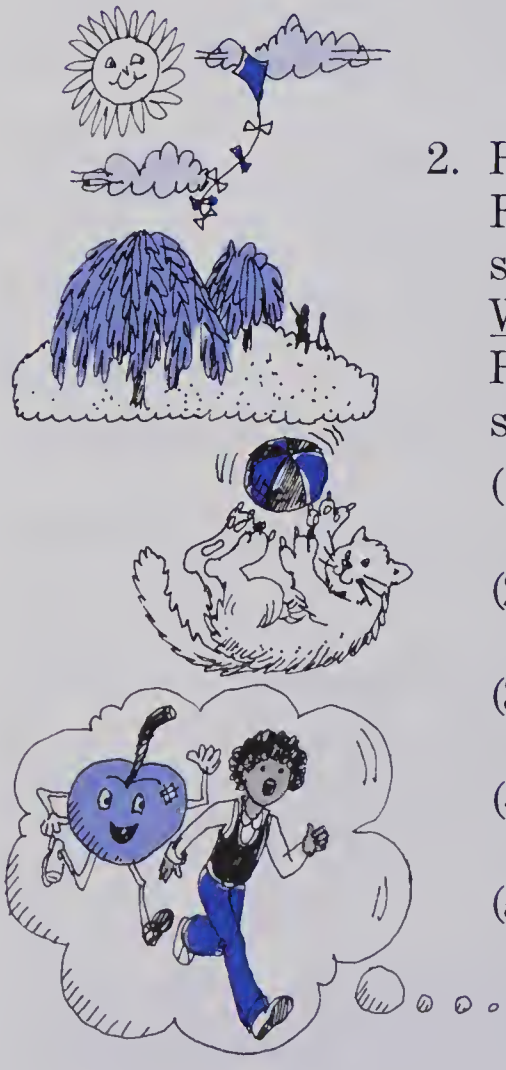


Extending Your Spelling Skills

1. A dictionary helps you to pronounce words. Remember, in a dictionary pronunciation, each symbol stands for one sound. Sometimes the pronunciation symbols are different from the letters in the word.

   In the following sentences, some words are written in pronunciation symbols. Write the words the way you spell them. You can check your spelling in the *Mini-Dictionary* at the back of this book.

   I gave a (rōz) to my mother.
   My shirt is bright (pingk).
   She (kot) the (bol).
   He (sez) he'll wait.
   We (stād) home.



2. Read the sentences below.
   Find the missing letters in the words in each sentence.
   <u>Write only the letters.</u>
   Rearrange the missing letters in each sentence to spell a color word.

   (1) The kit_ f_ew like a p_ane in the sk_, high ab_ve the willo_ trees.
   (2) They _ushed the_r bi_es i_to the garage.
   (3) W_ saw the lion cu_ p_aying in the s_n.
   (4) Th _y sa _g a son_ ab _ut bea _s and eleph _nts.
   (5) I_ h _r dr _am, the cher _y was runnin _ after her.

3. Add the ending **y** to each of these base words.
For example: **luck**—**lucky**

fun	sleep	dirt	rust
shine	sun	grease	bone

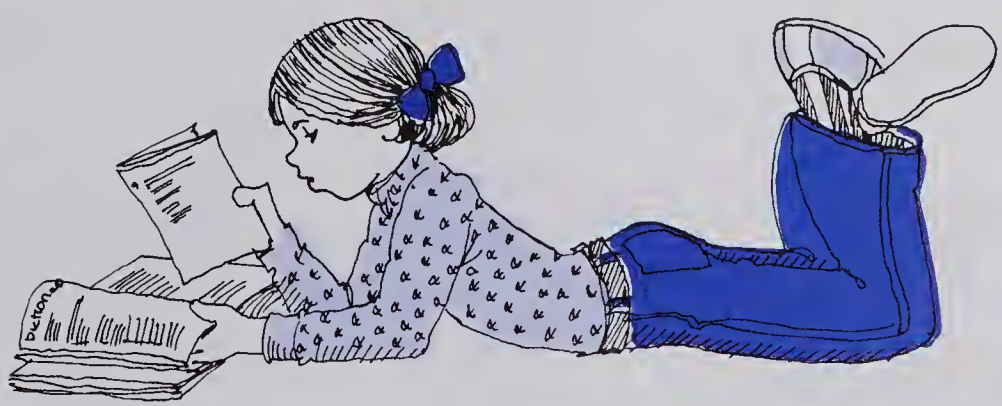
Did you remember to double a final consonant or drop a final **e** in some of the words?

Check your spellings with a dictionary.
Use each of the words you have formed in a sentence to show that you know the meaning of the word.

4. Match each of these meanings with a list word.
Write the words in your book.

1. having good luck
2. once more
3. took and held something moving
4. spent some time at a place
5. speaks

Check your words with the *Mini-Dictionary* at the back of the book.



Unit Test

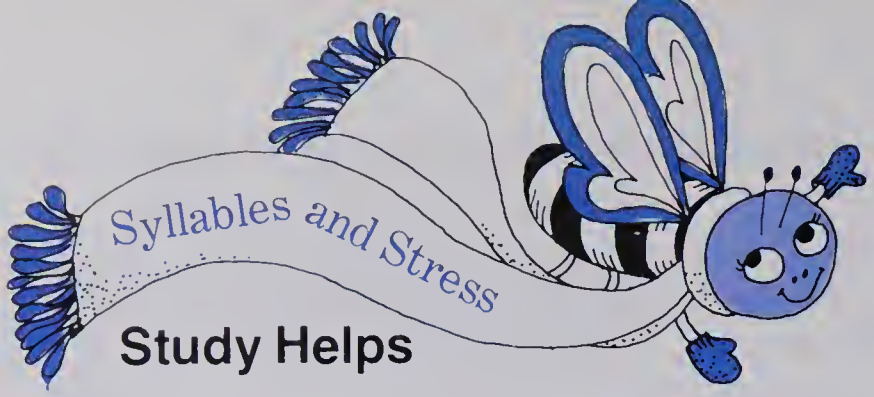
How many words did you get right on this unit test?
Be sure to record your score.
Add the words which you found difficult to spell to your special study list.

16

donkey
hockey
money
anybody
anymore
nobody
busy
coffee
weeks
holes
stole
hotel
finally
beautiful

Pretest

How many words did you get right?
Check the words you misspelled. Do you know where you went wrong?
List these words in your spelling record.



Syllables and Stress

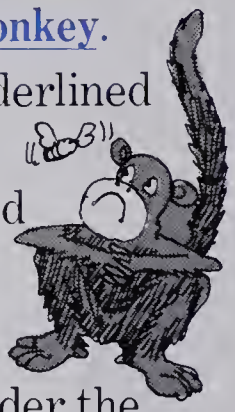
Study Helps

1. Read this sentence and listen for the final /ē/ in the underlined words.

   The naughty bee buzzed around the monkey.

   How is the final /ē/ spelled in the underlined words?

   Notice that the final /ē/ can be spelled **y** or **ey** or **ee**.



2. Draw this chart in your book.
   Write the list words that have /ē/ under the correct headings.

/ē/

y	ee	ey

3. Say the word **donkey**.
   How many syllables are there?
   Notice that the first syllable is spoken with more force, or stress, so that it sounds louder than the second syllable. We call the first syllable the *stressed syllable*.

   Say all the list words that have two syllables.
   Write the words that are stressed on the first syllable.
   Write one word that is stressed on the second syllable.

4. Say the word **finally**.
   Write the base word.
   Add the ending **ly** to it.

5. Say and write the word **beautiful**.
Write the base word.
Now change the **y** in the word beauty to **i** and add the ending **ful**.
How many syllables does beautiful have?

beau·ti·ful

What is the vowel sound in the first syllable?
How is it spelled?
Circle the letters **eau**.

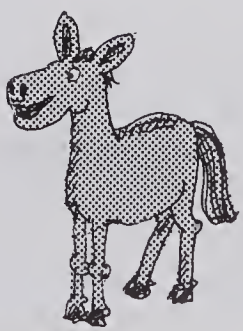
6. Say and write the word **hotel**.
How many syllables are there?
Which syllable is stressed?

What is the vowel sound in the first syllable?
How is it spelled?

7. Say and write the word **anybody**.
How many base words are there?
Write them. Join them.
What do we call this kind of word?

Write two other list words that are compound words.

8. Write matching list words for these pictures:



What letters spell the final /ē/?

In words of two or more syllables, one syllable is spoken with more force, or *stress*, than the other syllables.

Extending Your Spelling Skills

1. Your teacher will dictate these sentences.

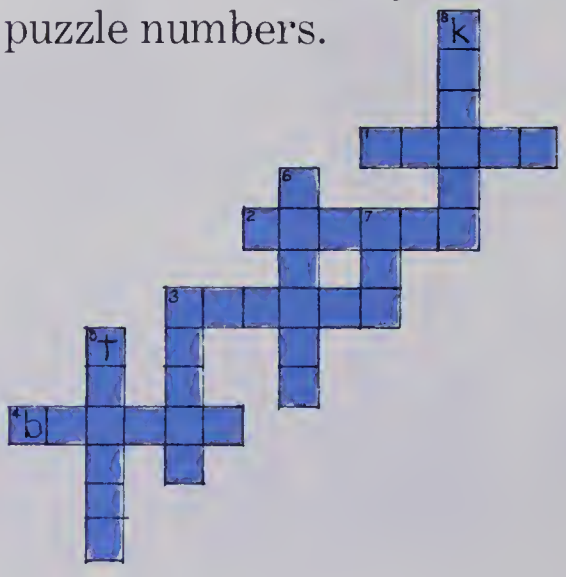
> 1. We stayed at the beautiful hotel for two weeks.
> 2. We finally saw the movie.
> 3. Nobody was too busy for coffee.
> 4. They were too busy playing hockey.

2. Match these meanings with list words. (One list word will be used twice—don't be fooled!)

   1. a place where travellers can stay
   2. a stubborn person
   3. coins and paper bills used to buy or sell something
   4. having lots to do
   5. an animal that looks something like a horse
   6. a dark-brown drink

   If you're not sure that you have matched a word with the right meaning, check in the *Mini-Dictionary* at the back of this book.

3. Use the clues to solve the **ey** puzzle. Write the words in your notebook, using the puzzle numbers.



Across

1. something made by bees
2. an animal like a horse
3. a kind of ape
4. a kind of grain

Down

3. dollars and cents
5. a large bird
6. a popular winter game
7. You turn it in a lock.
8. an organ in your body

4. Some list words are written in pronunciation symbols. Use the pronunciation symbols to say the words. Then write them as they are spelled.

(hok′ ē)	(hō tel′)	(dong′ kē)
(wēks)	(stōl)	(mun′ ē)
(biz′ ē)	(kof′ ē)	

5. Read this story beginning.
Think which list words belong in the blanks.
Write the story beginning in your books and fill in the missing words.

Three little _____ were working in a field.
They were _____ digging _____ for a new fence.
"What a _____ day!" said the first donkey.
"I'm tired of working. We've been working hard for _____ and _____."
"Why don't we just run away?" said the second donkey.
"Yes, let's! Let's go right now before _____ sees us," said the third donkey.
So they ran away.

What do you think happened to the three little donkeys? Write the rest of the story.

Unit Test

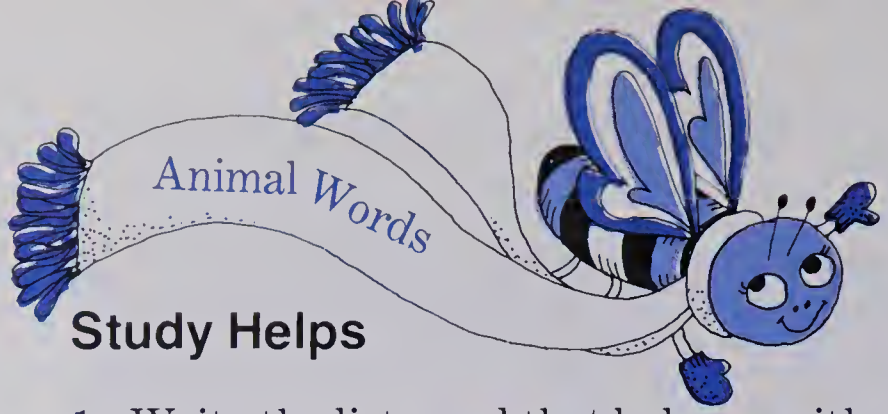
How many words did you spell correctly on this test?
If there were mistakes, were they the same ones you made on the pretest?
Be sure to record your score.
Add any problem words to your special study list.

17

calf
colt
mare
pups
beaver
chipmunk
squirrel
frog
shark
trout
whale
dinosaur
visit
holiday

Pretest

How many words did you get right?
If you misspelled any of the words, look at them carefully to see where you made the error.



Study Helps

1. Write the list word that belongs with each picture.

2. Read this sentence. Look at the underlined words.

   The queen ran quickly.

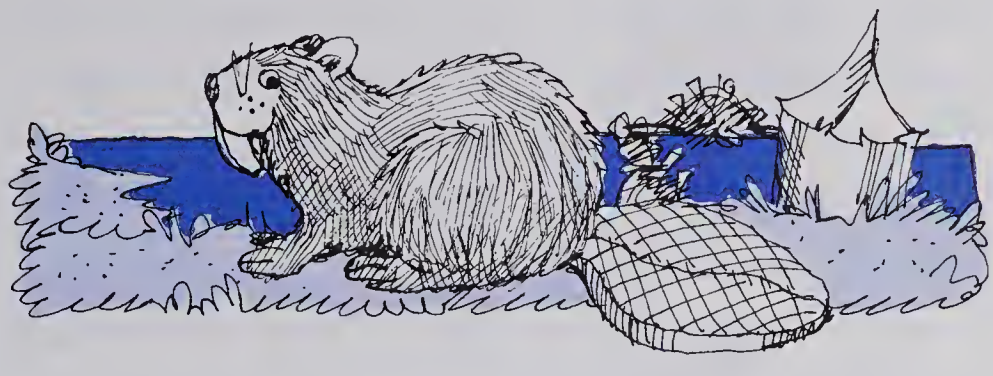
   What consonant sounds do you hear at the beginning of each word?
   Notice that /kw/ is spelled with the letters **qu**.
   Remember that **q** is always followed by **u**.

   Write the underlined words.
   Write another list word that uses **qu** to spell /kw/

3. Say and write the two list words in which /k/ is spelled with **c**.

   Say and write the two list words in which /k/ is spelled with **k**.

4. Say the list words that have more than one syllable.
   Write them in syllables like this: bea•ver
   If you're not sure, check in your dictionary.



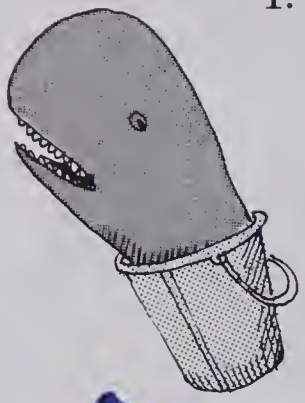
5. Say and write the word **visit**.
   What is the second consonant sound you hear?
   Circle the letter that spells this sound.
   Remember that, in some words, /z/ is spelled with the letter **s**.

6. Write the list word that comes from "holy day."
   Notice that the **y** was changed to **i** when the two words were joined together.

7. Write the picture words.

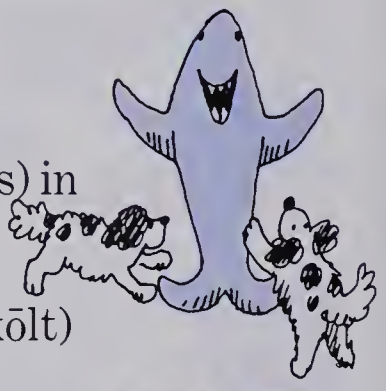
The letter **q** is followed by the letter **u**.

Extending Your Spelling Skills



1. The list words in this silly verse are written in pronunciation symbols. Read the verse and decide what the list words are. Then write the verse and spell all the words correctly.

If I gave you a (hwāl),
Would it fit in your pail?



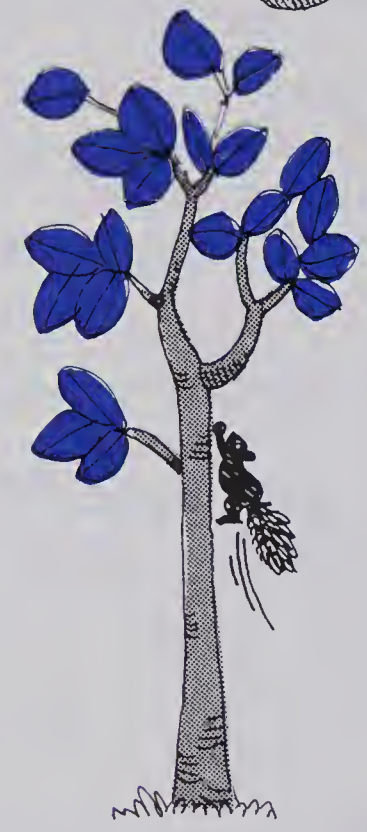
Well, what about a (shärk)?
Would it play with your (pups) in the park?

I think you'd rather have a (kōlt)
or a (kaf),

Or the tricks of a (chip′mungk) to make you laugh.

A (bē′vər) is always as busy as a bee

But look at that (skwir′əl)
dash up that tree.



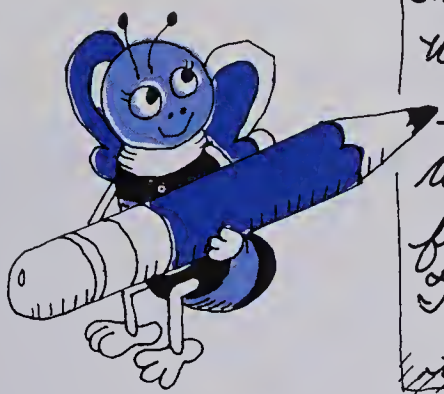
You'd like a (mung′kē), that I know.
But where, oh where, did my (dī′nə sôr) go?

2. From the word list, write the names of animals that are covered with fur.

3. From the word list, write the names of animals that are good swimmers.

4. Rearrange the animal names so that you begin with the smallest animal and end with the largest.

5. Proofread Spelling Bee's story for spelling, punctuation and capitalization.



Last Monday was a holyday. Grand-father paid us a vizit. He liked to talk about animals. He sed that when he was young, his father gave him a kolt. That kolt took him everywhere. He even watched a beever build a home with small logs. His animal frends were a squirell and a chipmunk. One day, a farmer gave him two beautyful pups. They followed him everywhere, just like the fog in his pocket.

6. Write three sentences about this picture. Proofread your sentences for spelling and punctuation.

Unit Test

How many words did you get right on this test?
Be sure to record your score.

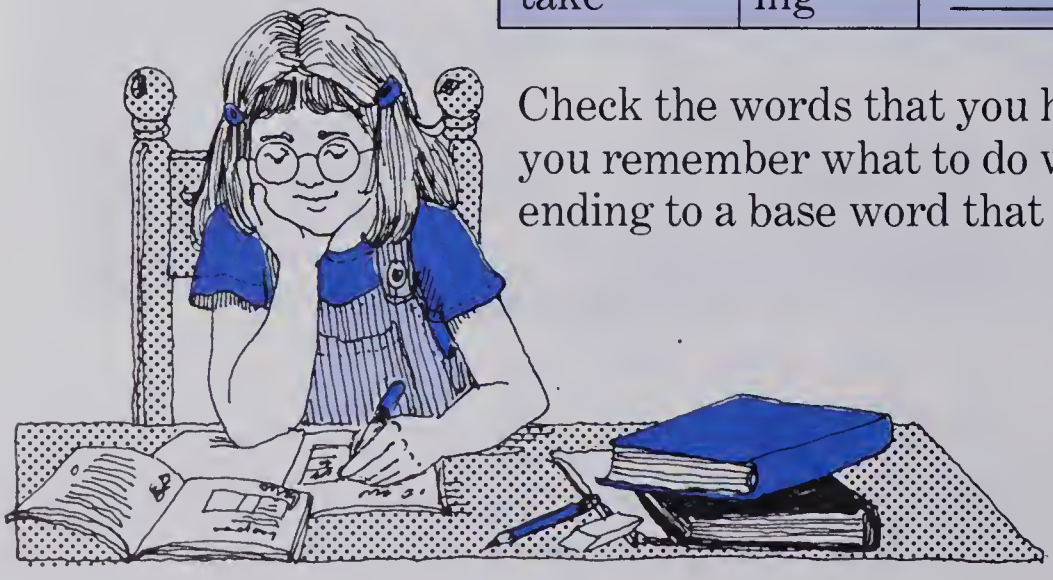
18

Looking Back

1. Study the words in your problem list. Use the LOOK SAY COVER WRITE CHECK method.

2. In each of the blanks, write the correct word.

Base Word	Ending	Base Word + Ending
rain	ing	_____
_____	ing	chasing
laugh	ed	_____
race	ing	_____
_____	ing	saying
final	ly	_____
use	ed	_____
_____	ing	coming
beauty	ful	_____
take	ing	_____



Check the words that you have written. Did you remember what to do when you added an ending to a base word that ends with **e**?

3. Combine the base words in the square with the base words in the circle to make as many compound words as you can.

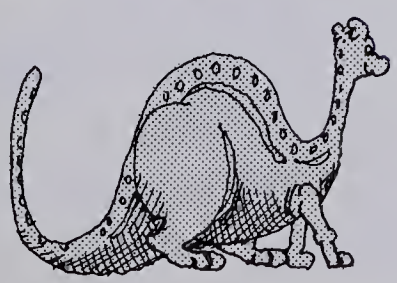
4. Complete each sentence with some words of your own.
Use at least one list word in each sentence.

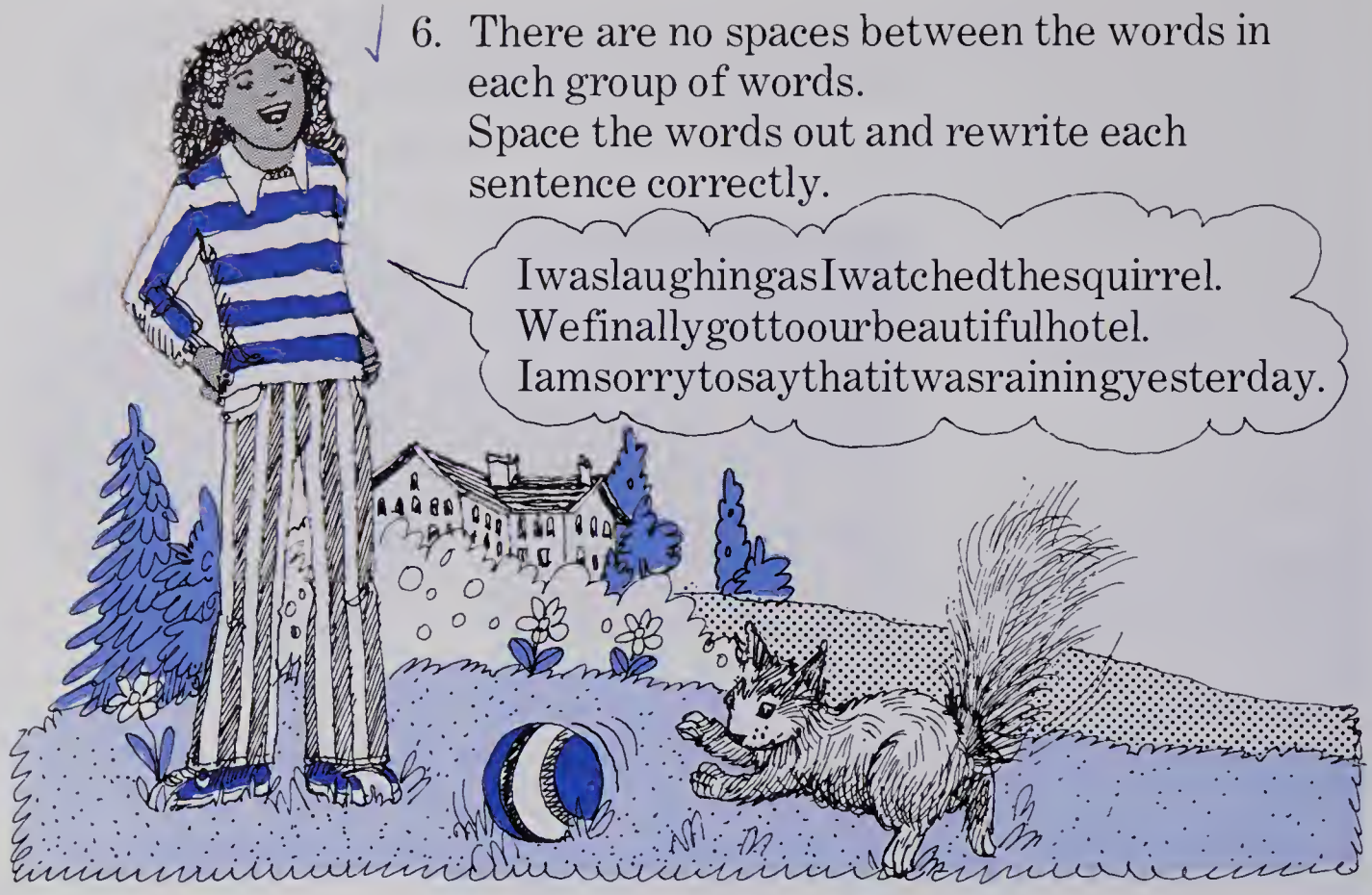
1. These holes were made by a _____.
2. I was sorry to see a _____.
3. You were lucky _____.
4. Are you coming _____?

Proofread your sentences for spelling and punctuation.

5. Use these clues to write the matching list words.

1. $2 \times 10 =$
2. an animal with beautiful fur
3. rhymes with <u>taught</u>
4. a popular Canadian winter sport
5. a young cow
6. the opposite of <u>upstairs</u>
7. the opposite of <u>crying</u>
8. two words that rhyme with <u>sink</u> and <u>blink</u>
9. a large animal that no one has seen





6. There are no spaces between the words in each group of words.
Space the words out and rewrite each sentence correctly.

7. Write the base words of these list words.

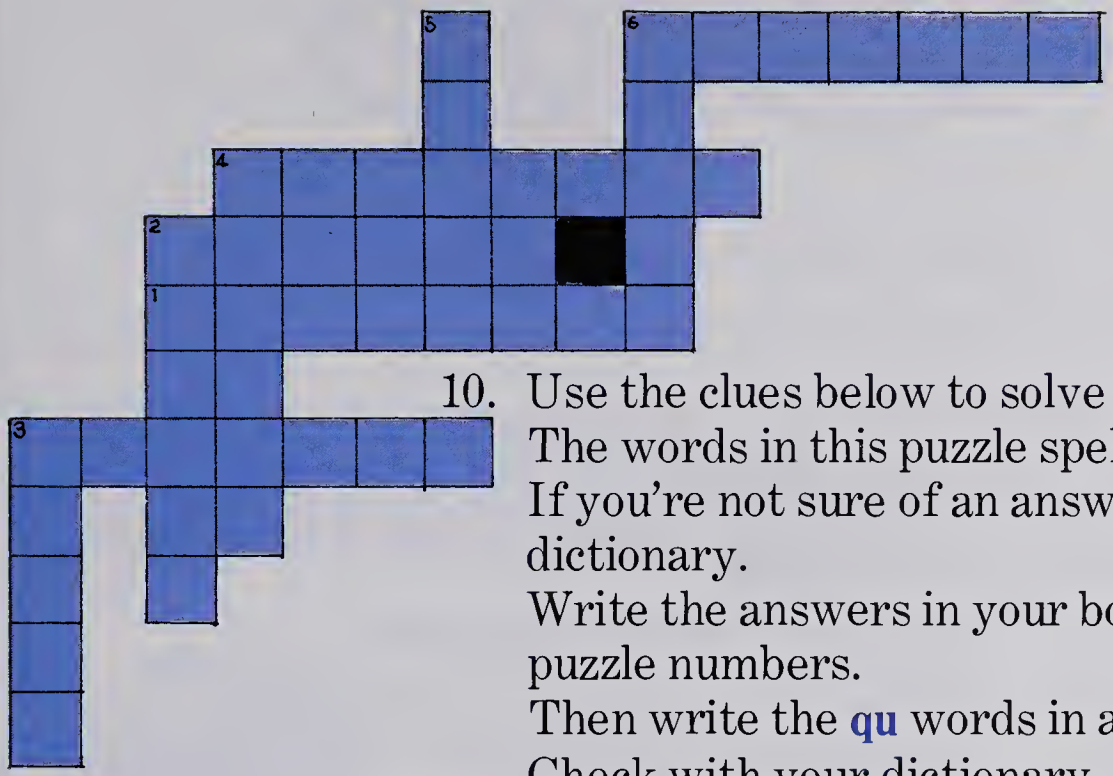
finally	lucky	scored	weeks
beautiful	stayed	moving	downstairs
says	rainy	rubbing	anybody

8. Add **ed** and **ing** endings to these base words.

chase	climb	race	push
rain	hear	learn	miss
laugh	watch	use	talk

9. Pronounce each list word that is written the way it sounds.
Then write each word with its correct spelling.

(kaf)	(sôr′ ē)	(frog)	(kof′ ē)
(hōlz)	(laf)	(stōl)	(tāk′ ing)
(hō tel′)	(hok′ ē)	(hėrd)	(luk′ ē)



10. Use the clues below to solve this puzzle.
The words in this puzzle spell /kw/ with **qu**.
If you're not sure of an answer, look in your dictionary.
Write the answers in your book, using the puzzle numbers.
Then write the **qu** words in alphabetical order.
Check with your dictionary.

Across	Down
1. opposite of answer	2. a kind of vegetable
2. a sudden rain storm	3. fast
3. twenty-five cents	4. It has four equal sides.
4. a small, bushy-tailed animal	5. a cover for a bed
6. a fight with words	6. opposite of a king

11. Say these three-syllable words as you write them.

holiday	nobody	finally
dinosaur	anymore	beautiful

12. Answer each of these questions.
Your answer must use the word at the end of the question.

What did you do? (finally)
What happened to the tiger? (caught)
How can you tell she was angry? (started)
When did it happen? (holiday)

19

goose
shoot
cuckoo
flew
grew
robins
songs
bush
nest
saved
chicken
chirp
stopped
knew

Pretest

How many words did you spell correctly?
If you misspelled any words on the pretest, look carefully to see where you made a mistake. Study the words you found difficult.

Study Helps

1. Read the sentence below. Say the underlined words.

The crew fixed our school pool.

The vowel sound in crew and school and pool is shown with this symbol—/ü/.
What letters spell /ü/ in each of the underlined words?

Say and write the list words in which /ü/ is spelled **oo**.

Say and write the list words in which /ü/ is spelled **ew**.

2. Say the word **push**.
Write the list word that rhymes with push.
What sound do you hear at the end of push and bush?

3. Say and write the word **cuckoo**.
How many syllables do you hear in cuckoo?
What letters spell the vowel sound /ü/?
What two ways is /k/ spelled in this word?

4. Say all the list words that have two syllables.
In each of these words, which syllable is stressed?
Write each word in syllables.
Circle the stressed syllable.

5. Write the list word that belongs in each group.

trees, shrubs and _____
rhymes, stories and _____
bark, bleat and _____
kennel, barn and _____
crows, bluebirds and _____

6. Say and write the word **chirp**.
What is the beginning sound?
What letters spell this sound?
Write the other list word that has this sound.

7. Read these sentences.

I can stop the car.
I stopped the car.
The little bird can fly.
It flew away yesterday.

How was the base word **stop** changed to make a new form?
How was the base word **fly** changed to make a new form?

Write the base words for grew and knew.

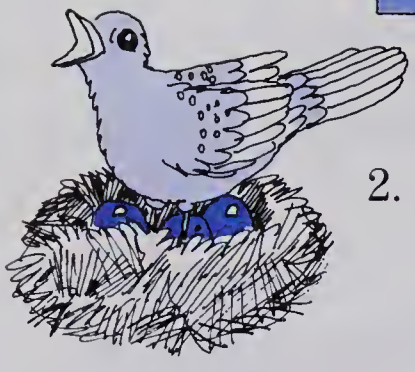
8. Say the word **knew**.
What is the first consonant sound?
What letters spell this sound?
You will find the **kn** spelling of /n/ only at the beginning of a few words. Write another word you know with this spelling.

/ü/ can be spelled **oo** as in **goose**
can be spelled **ew** as in **grew**

Extending Your Spelling Skills

1. Your teacher will dictate these sentences.

1. We knew the songs.
2. The robins grew too big for the nest.
3. The goose chased the chicken.
4. The cuckoo flew away into the bush.
5. The family stopped to shoot a picture.



Proofread your sentences for spelling and punctuation.

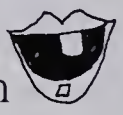
2. Write the plural form for each of these words.

robin	chirp	nest	cuckoo
song	bush	chicken	song

3. Look at these words: <u>goose</u> <u>geese</u>
Notice that the spelling of <u>goose</u> changes to <u>geese</u> in the plural form.

In a few words, the vowel letters change to form the plural.

Can you write the plural form for each of these words?

mouse man tooth  foot

4. Copy these sentences in your book.
Fill in the missing letters.
Rearrange the missing letters in each sentence to spell a bird name.

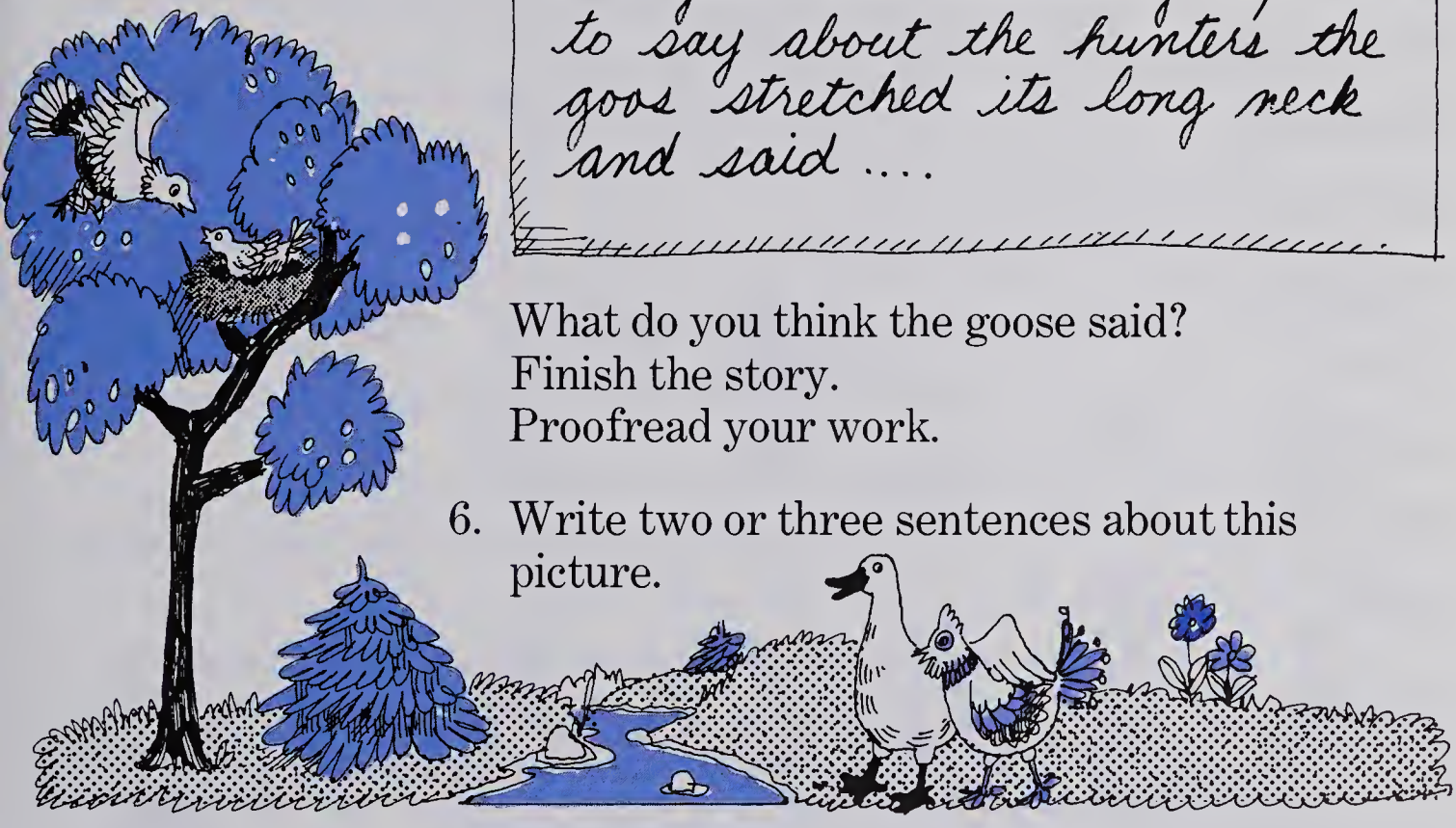
1. I _ought a s_lly _ing in the _ew st_re.
2. The gat_ _pened and the do_s ran int_ the _treet.
3. We kic_ed the doo_ op_n and fo_nd a ches_ full of mone_.

5. This is Spelling Bee's story beginning for a story. Proofread the sentences and rewrite them correctly in your notebook.

All the birds in the bush were afraid so the goos called a meeting the robbins stoped singing the cukoo stoped building its nest and the chiken flew into the tree. They all new that the goos had something important to say about the hunters the goos stretched its long neck and said ....

What do you think the goose said?
Finish the story.
Proofread your work.

6. Write two or three sentences about this picture.



Proofread your sentences for spelling, punctuation and meaning.

Unit Test

How many words did you get right on this test?
Compare it with your pretest results.

20

buttons
tanks
steps
roses
bushes
wishes
mothers
cherries
brothers
houses
colors
ponies
people
eight

Pretest

How many words did you spell correctly?
Mark your spelling record.
Take time to work with words you found hard to spell.

Study Helps

1. Say and write these base words.

boat button tank step mother brother color

How many syllables are there in each word?
Write the plural form of each word.
What letter did you add to each base word to make it plural?
Does the plural form have the same number of syllables as the base word?

2. Say and write these words.

bushes wishes roses houses

Write the base word for each.
Notice that you add **es** to these base words to write the plural forms.

How many syllables are there in the plural forms?
Do they have the same number of syllables as the base words?

3. Say the word **eight**.
What vowel sound do you hear?
Write the word.
What letters spell the vowel sound?

There are few words that spell /ā/ with **ei**.
Some of them are: neighbor weight vein

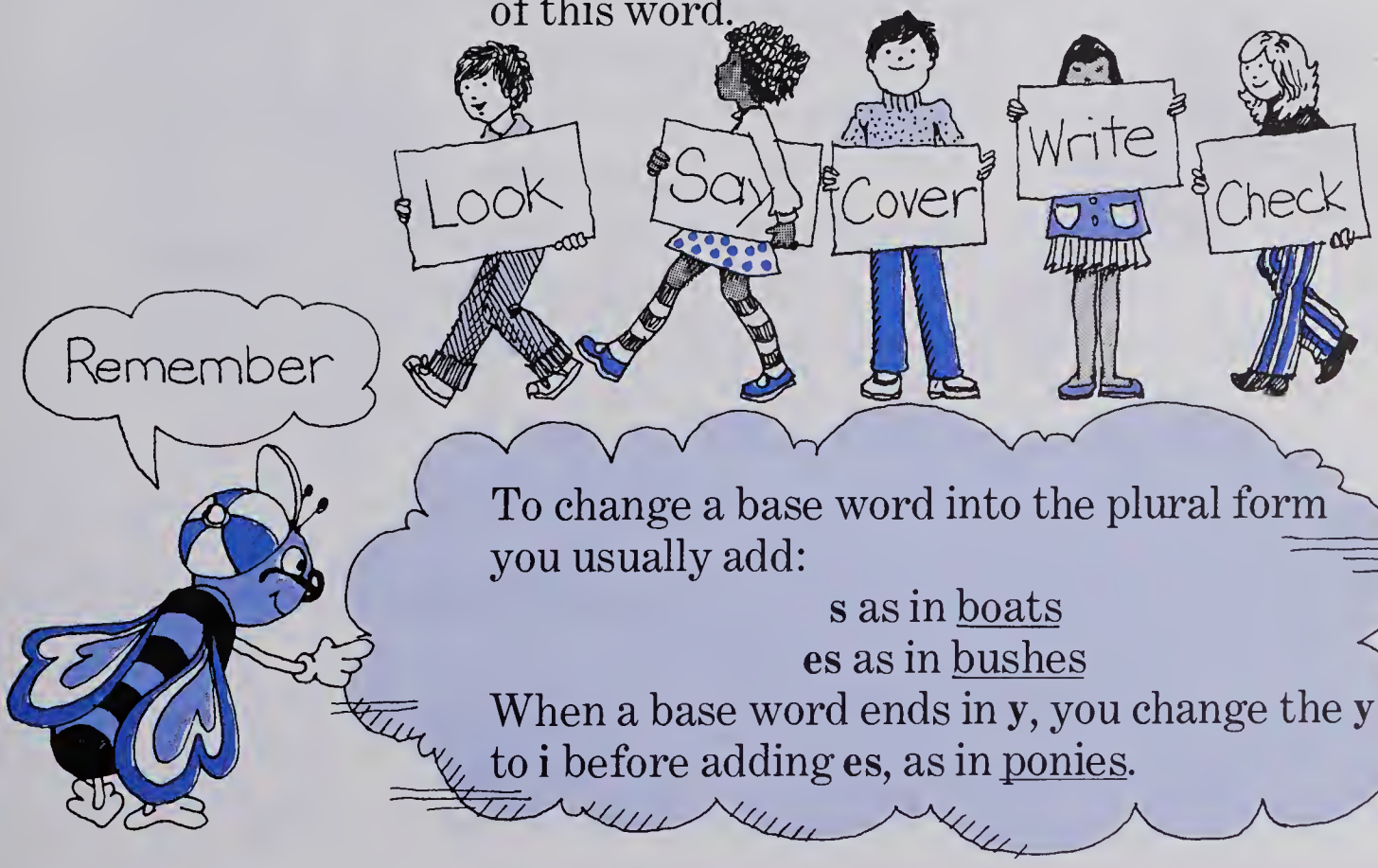
4. Say and write the word **ponies**.
   Write the base word.
   What is the last letter of the base word?
   How did you change the base word before adding **es** to make it plural?

   When you add **es** to a base word that ends in **y**, you must change the **y** to **i** before adding **es**.

   How many syllables are there in the plural form?
   Does the plural form have the same number of syllables as the base word?

5. Say and write the word **people**.
   What is the first vowel sound you hear?
   How is it spelled?
   Circle the letters that spell this sound.

   Use the steps LOOK SAY COVER WRITE CHECK to help you to remember the spelling of this word.



To change a base word into the plural form you usually add:

s as in boats

es as in bushes

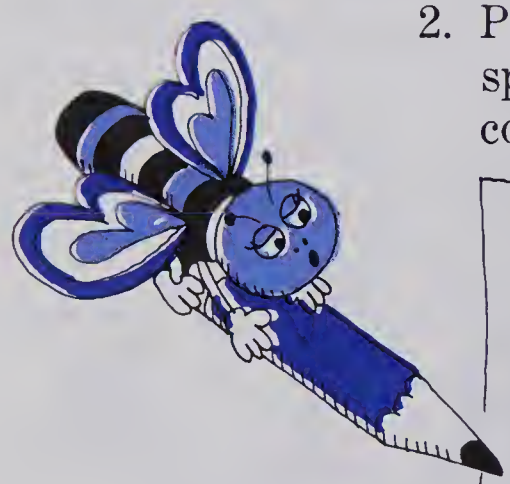
When a base word ends in **y**, you change the **y** to **i** before adding **es**, as in ponies.

Extending Your Spelling Skills

1. Write each of these sentences changing the underlined word to the plural form. You will have to make changes in some other words to make the sentence sound right. The first is done for you.

   The tank of the boat was empty.
   The tanks of the boats were empty.
   (Notice that we changed was to were.)

   1. The person watched the pony.
   2. The children knew the wish of their mother.
   3. The sweater had a bright color and a silver button.
   4. The brother planted a bush beside his house.



2. Proofread Spelling Bee's sentences for spelling and punctuation. Rewrite them correctly in your book.

   1. There were ate peeple.
   2. I met her brotherz.
   3. The butons fell off.
   4. What kolors are the rozes.
   5. Those howses are big.

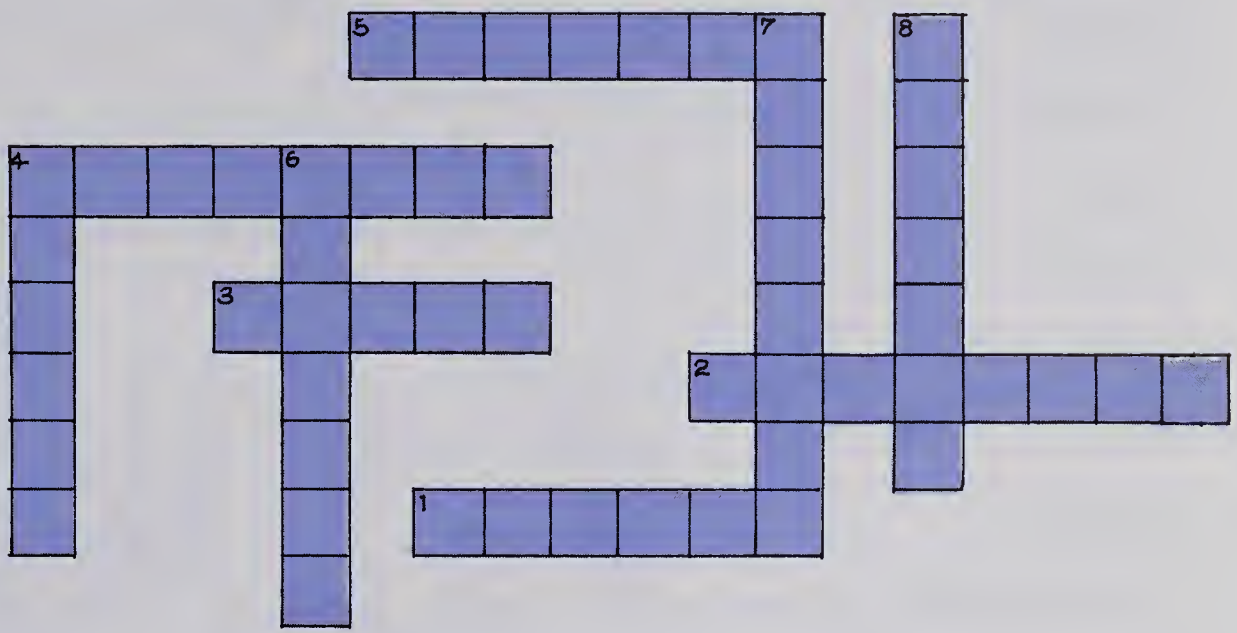
3. Say these list words. Then write each one the way it is spelled.

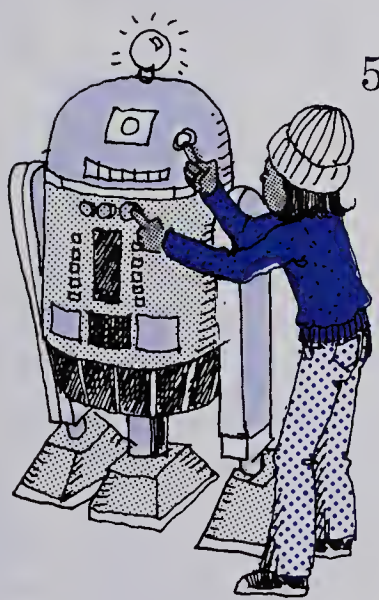
(steps)	(tangks)	(kul′ ərz)
(pō′ nēz)	(rōz′ əz)	(pē′ pəl)
(āt)	(bůsh′ əz)	(but′ ənz)

4. Complete this puzzle.
All the words in the puzzle are the plural forms of the clues.
Write the answers in your book, using the puzzle numbers.

Across
1. dish
2. church
3. goose
4. child
5. dummy

Down
4. cabin
6. dress
7. speech
8. flower





5. Read these sentences.
Find the underlined words in the *Mini-Dictionary* at the back of the book. For each word, write the meaning that fits the sentence.

1. She pushed the buttons to start the machine.
2. The children bought two new fish tanks.
3. The family loved their home in the bush.
4. Jan and Min put a cherry on top of each pudding.

Unit Test

How many words did you get right on this test?
Add any words you found hard to spell to your special study list.
Be sure to record your score.

21

Canada
Indian
Friday
May
Mars
Mrs.
Mr.
church
remember
stairs
upstairs
stone
running
having

Pretest

Record your score.
If you misspelled any words on the pretest, look at the words carefully to see where you made the mistake.
Use the study method with these words.

Study Helps

1. Read the sentence below. Look at the underlined words.

   We enjoyed our Christmas and Easter holidays.

   Why do the words Christmas and Easter begin with capital letters?

2. Use these clues to write list words that begin with capital letters.

   1. our country
   2. a planet
   3. a native of Canada
   4. a day of the week
   5. the fifth month of the year
   6. used in front of a person's name

3. Use these clues to write list words that do not begin with capital letters.

   1. Its base word is have.
   2. a compound word
   3. a rock
   4. the opposite of forget
   5. It has /ch/ at both ends of the word.

4. Say these words.

   Friday **running** **having**

   How many syllables are there in each word?
   Write the words.
   In each word, is the first or second syllable stressed?

5. Say and write the list words that have three syllables.
   Which syllable is stressed in each of these words?

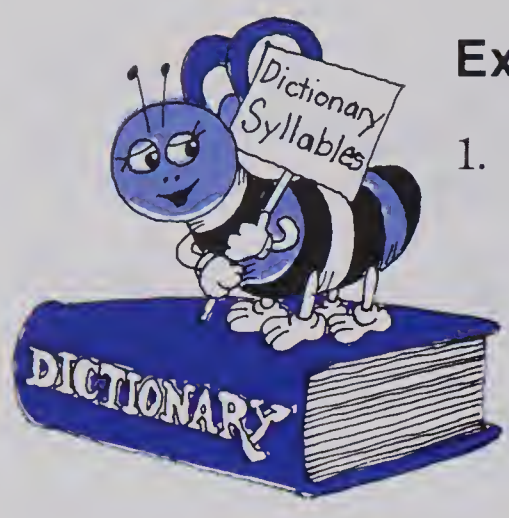
6. Say and write the word **having**.
   Write its base word.
   What vowel sound do you hear?
   How is it spelled?

   Which letter in the base word was dropped before you added the ending **ing**?

7. Write the word that sounds the same at the beginning and the end.
   Circle the letters that spell /ė/ + /r/.

8. Write three words that have the same consonant blend. Circle these letters.

Names, such as Friday and Canada, begin with *capital letters*.



ho-tel (hō tel′) a place where rooms and meals are supplied to the public, especially to travellers, for pay.
In-di-an (in′dē ən) a member of the race of people that was living in North and South America before the Europeans came; an American Indian.
re-mem-ber (ri mem′ber) call back to mind: *I can't remember that man's name.*

Extending Your Spelling Skills

1. The dictionary helps you to find out how a word is divided into *syllables*.

   Look at the entry words.
   Notice that the syllables have *dots* between them.
   How many syllables are there in remember?

   Look at the *pronunciation*.
   Notice that the syllables have *spaces* between them.
   Notice the *mark* after the second syllable

   (ri mem′ ber)

   This mark tells you that the *stress* is on the second syllable.

   Look at the entry word hotel. Which syllable is stressed in this word?

   Look at the entry word Indian. How many syllables are there in this word?
   Which syllable is stressed?

2. Write the list words in alphabetical order.

3. Copy this chart in your book. Fill in a list word that belongs with each group of words.

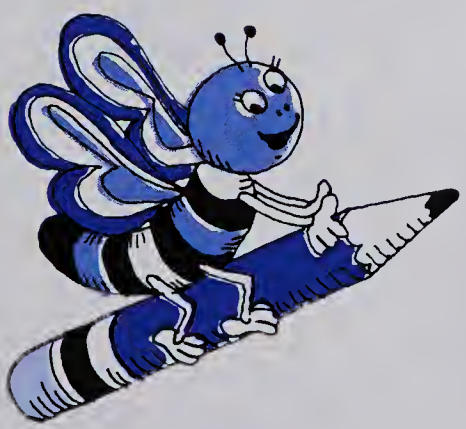
Planets	Places	Days of the Week	Countries	Short Forms
Neptune	school	Tuesday	United States	TV
Saturn	post office	Wednesday	England	O.K.
Jupiter	store	Thursday	France	

4. Find more words that begin with capital letters.

   You might write: the names of three friends
   the name of your pet (or your friend's pet)
   the name of your school
   the name of a sports team

5. Help Spelling Bee proofread this short story.

On the friday before school closed, our school put on a show for sick children. We used the cherch hall. We helped the children walk upstares to the hall. A group of indian children told a story called "the raven." we all liked the storie. Some peple gave out candyes. It was a fun time to remember.



Rewrite the story correctly. Pay careful attention to spelling and capitalization.

Unit Test

How many words did you spell correctly on this test?
Did you get any words wrong on the Pretest as well as on the Unit Test?
Be sure to record your score.

22

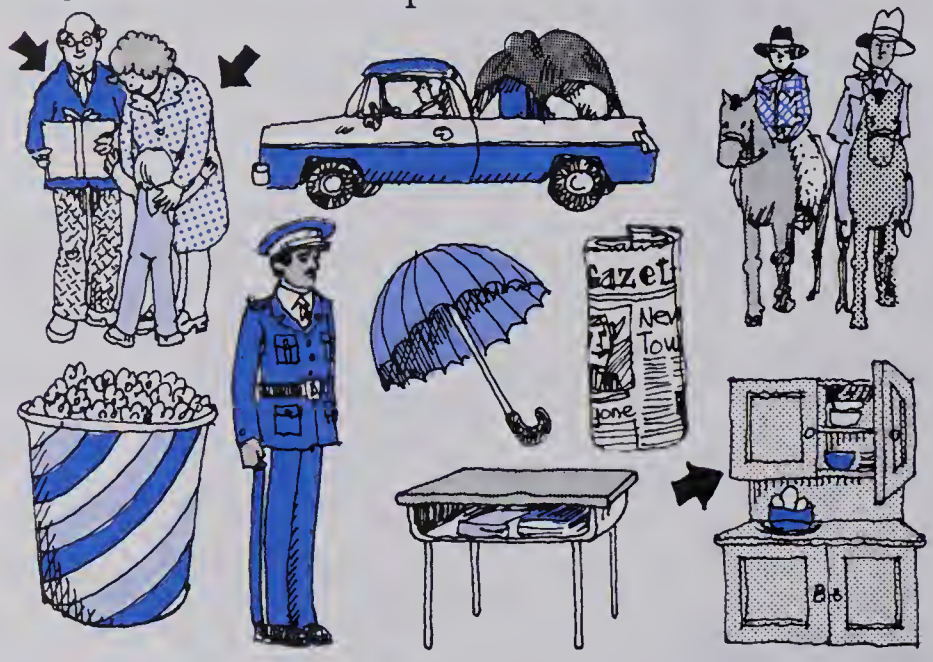
grandfather
grandmother
newspaper
popcorn
playground
policeman
cowboys
thank
third
thirty
cupboard
sunny
being
doing

Pretest

How many words did you spell correctly?
Where did you make mistakes?
Write these words in your spelling record.
Study them carefully.

Study Helps

1. Remember that a *compound word* is made by joining two base words.
   In your notebook, write only the picture words that are compound words.



2. Write the list words that are compound words. Draw a line between the base words of each compound word. Above each part, write the number of syllables it has.
   Do it like this: ^{1}grand/^{2}father

   Use the base words and the syllables to help you spell these words.

3. Change the first letter of each word to the letters that follow the word. Say and write the words you have formed.

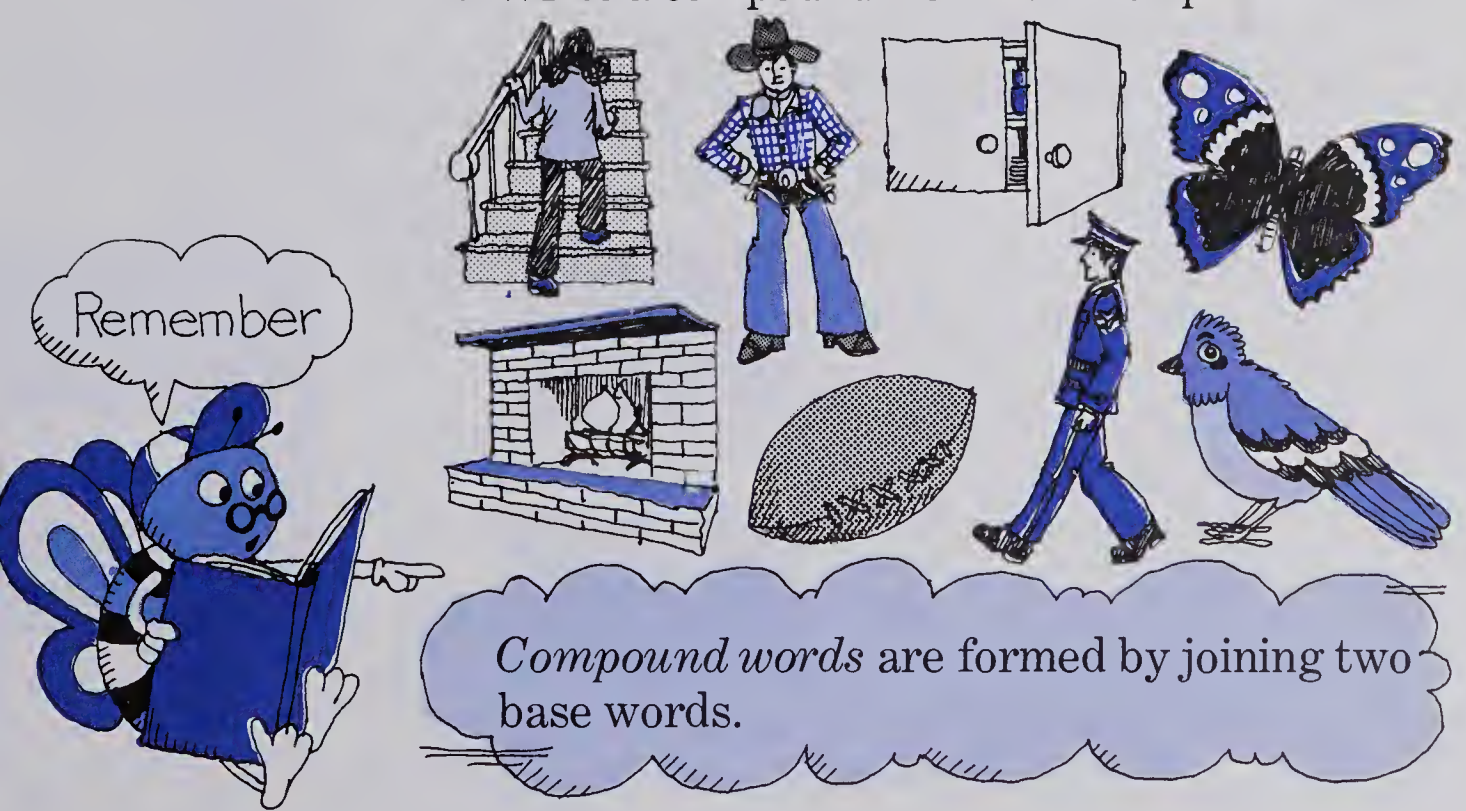
bird	th	tank	th
dirty	th		

4. Say and write the three list words that begin with / th/.
   Circle the letters that spell / th/.
   Write the two list words in which you hear / ŦH /.
   Underline the letters that spell / ŦH /.

5. Say and write the word **third**.
   Listen for the middle sound.
   What letters spell this sound?
   Write the other list word that has the same vowel sound.

6. Look at the word **policeman**.
   Look at its pronunciation: (pə lēs′ mən)
   What vowel sound do you hear in the second syllable?
   Write the word.
   What letter spells /ē/?
   What letter spells /s/?

7. Write a compound word for each picture.



Compound words are formed by joining two base words.

Extending Your Spelling Skills

1. Complete the compound words in these sentences.
   Write the completed sentences in your notebook.

   Grand _____ was reading the _____ paper while _____ mother was making some hot pop _____.

   The _____ man stopped the car that was speeding near the play _____.

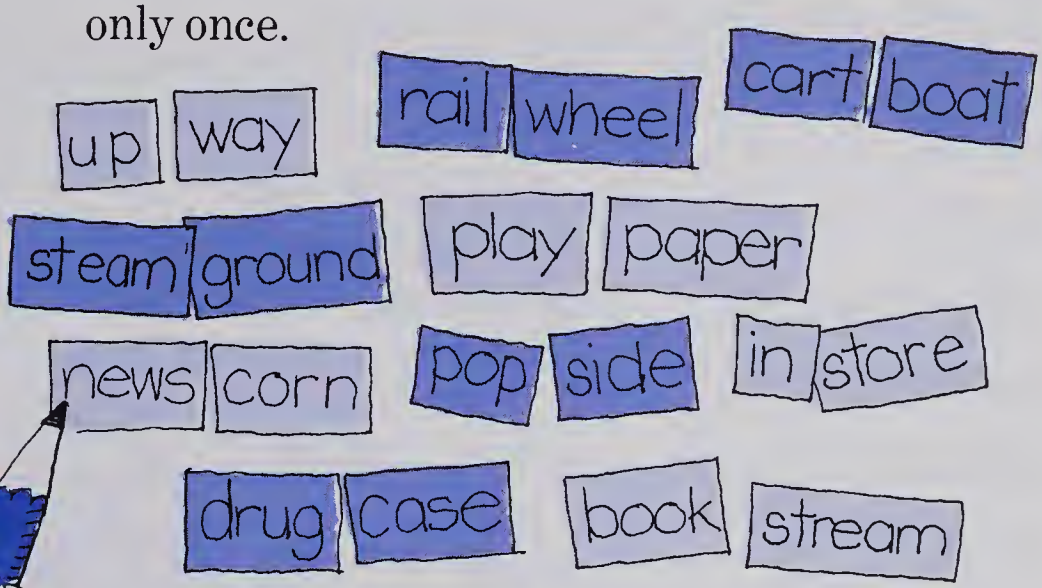
2. Look at this word: **cupboard**
   Cupboard is a compound word.
   What are the base words?
   Do you hear each base word as you say the word—(kub′ ərd)?

   The word cupboard was first used a long time ago for "a shelf (or board on the wall) where cups and dishes were kept." How do you think the word was pronounced in those days?

3. Write as many compound words as you can by joining each of the words in the box with the word beside it.

some	times how one where body thing	sun	lamp fish rise burn flower shine
door	man step knob way bell nail	day	light dream time break

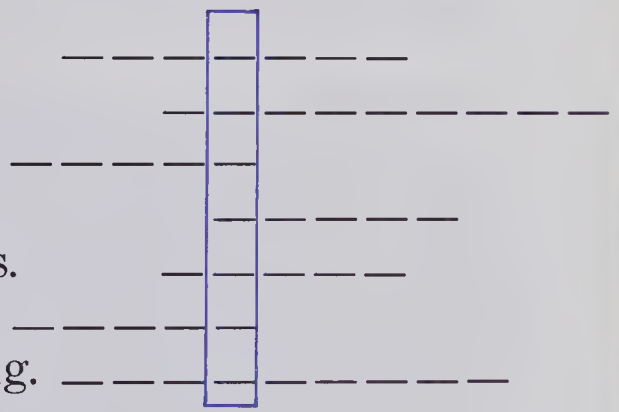
4. Spelling Bee had some base word blocks, and wanted to join them together to make compound words. But Spelling Bee made some mistakes. Correct Spelling Bee's mistakes. Each base word block can be used only once.



Write the compound words correctly in your book.

5. Copy the puzzle outline.
Use the clues to complete each word.
If all your words are correct, the letters in the boxes will spell a word meaning "people who look after cattle."

a snack
one who keeps order
a form of throw
add ing to be
I was _____ the dishes.
a bright day
It tells what is happening.



Unit Test

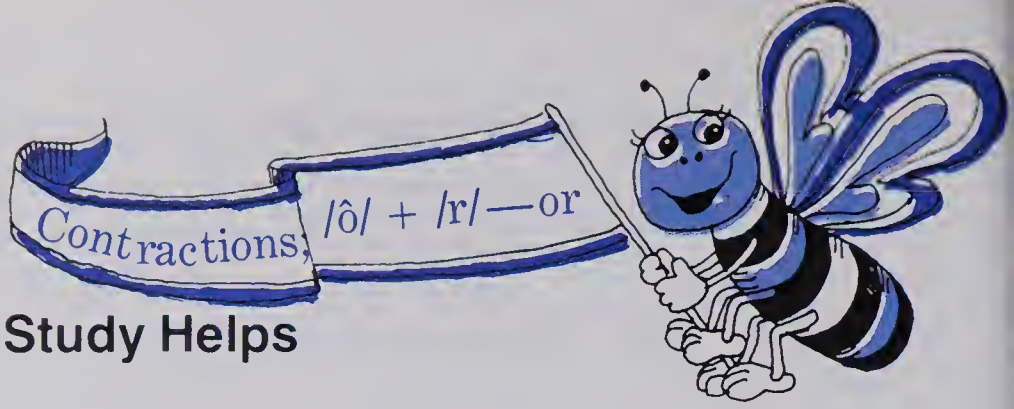
How many words did you get right on this test?
Be sure to record your score.

23

o'clock
she's
we're
won't
you're
became
beside
born
storm
wore
war
warm
someone
everyone

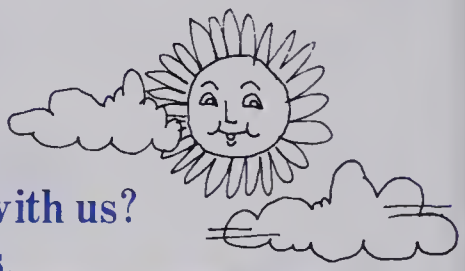
Pretest

How many words did you spell correctly?
Record your score and the words you misspelled.
If you found some of these words hard to spell, add them to your list of difficult words.



Study Helps

1. Read this verse. Look at the underlined words.



It's a lovely day,
So what's the delay?
Don't you want to come with us?
Come on, we'll take a bus.

Each underlined word is a *contraction*.
A contraction is a shortened form of two or more words written as one word. One or more letters are taken out and replaced with an *apostrophe* (').

In your notebook, write the contractions from this verse. Beside each contraction, write the two words from which it is made.

2. Write the contraction for each group of words. Remember to put in the apostrophe (').

3. Write the contraction for **will not**.
How is this contraction different from the ones you wrote in Exercise 2?

4. Say and write the word **born**.
Listen for the middle sound.
We show this sound like this: /ô/ + /r/ because the /ô/ and the /r/ flow together.
What letters spell this sound?

Write the other list words that have /ô/ + /r/.

5. Say the word **war**.
Listen for /ô/ + /r/.
How is it spelled?

Write the other list word in which /ô/ + /r/ is spelled **ar**.

6. Rewrite these sentences using contractions wherever you can.

She is going to tell her that you are coming.
We are sure that we will be home by four of the clock.
I will not give you an apple if you do not finish your work.

Proofread your sentences carefully for spelling and apostrophe.

7. There are four compound list words. Write them.

Remember

A *contraction* is a shortened form of two or more words. One or more letters are taken out and replaced by an *apostrophe* (') as in, he will —he'll.

/ô/ + /r/ is usually spelled **or** as in **born**
in a few words is spelled **ar** as in **war**

Extending Your Spelling Skills

1. Copy the chart below.
   Fill in the blanks with the correct words.

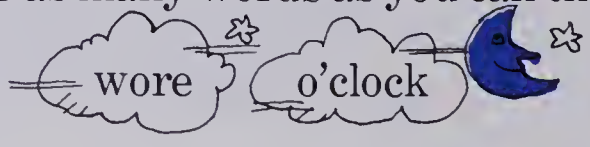
Contractions	Complete Words	Contractions	Complete Words
aren't	are not	where's	_____
let's	_____	hadn't	_____
_____	will not	_____	what is
they're	_____	_____	we are
who's	_____	you've	_____
_____	you are	she'll	_____

2. Read Angela's letter to her friend.
   Rewrite her letter using contractions wherever you can.

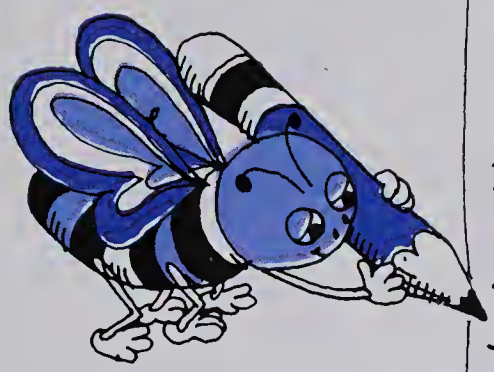
Dear Pat,
I know you are busy and that you will not be coming to visit us this summer. I have collected some fantastic butterflies and I will show them to you the next time. I am going to try to have the biggest butterfly collection in the whole school.
You have not written to me for a long time. I am going to write to you every month.

Your friend,
Angela

3. Write as many words as you can that rhyme with:



4. Help Spelling Bee proofread this story. Then rewrite it correctly in your notebook.



At three oclock, it becaim dark outside. Half an hour later, the storrm hit. Father wondered, "Whats going to happen to Susan? Shes not home from school. I hope she wont leave till the storm is over. She wor only a thin jacket. ill wait for her here beside the window."

Mother replied, "Your always worrying." She was sure Susan was going to ask some one she new for a ride. She was right.

Check your sentences for spelling.

5. Replace each underlined word or words with a list word that has a similar meaning.
   1. They stood <u>near</u> the fire.
   2. The ship was broken up in the <u>gale</u>.
   3. His face <u>turned</u> pale when he heard the news.
   4. She <u>put</u> <u>on</u> a witch's costume.
   5. Has <u>somebody</u> taken my pencil?

Unit Test

How many words did you get right on this test?
If you misspell any words, be sure to add them to your special study list.

24

Looking Back

1. Check the list of words you misspelled in Units 19—23

   For each misspelled word:
   a. Say the word.
   b. Decide whether the word is spelled differently from the way it sounds.
   c. Write all the words that have spellings that are different from the way they sound.

   For all the words that you find really hard, use the steps LOOK SAY COVER WRITE CHECK. You can also write them on separate cards, and study them by sliding a blank card over them as you did in Unit 10.

2. Say these words. Write only those words in which you hear /ü/ as in goose.

cuckoo	good	flew	four
foot	sew	door	floor
school	shoot	blew	grew

3. Here are some base words. Write the plural for each.

button	cherry	house	goose
boat	tank	mother	nest
rose	color	foot	church
pony	present	wish	man

4. Remember that we use a capital to write the first letter of people, places, and days.

   From the lists below, choose all the words that need capital letters. Write these words correctly in your notebook.

hallowe'en	friday	holiday
saturday	mrs. smith	star
indian	country	japanese
canada	canadian	easter
planet	mars	may
police	mr. jones	church
st. john's church	school	birthday

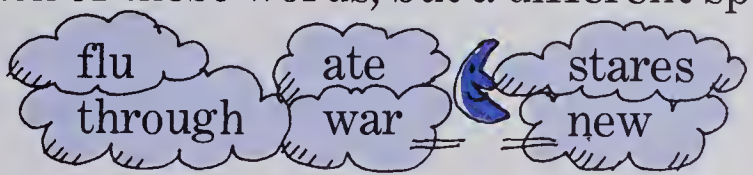
5. Remember that compound words are formed by joining two base words. From the lists below, write the words that are compound words.

policeman	popcorn	sometimes
sunflower	newspaper	grandmother
cowgirls	doorman	unimportant
unhappy	somewhere	daydream
thankful	everybody	playground

6. Change the pairs of words below to contractions.

she is	will not	what is
we are	you are	that is
he is	of the clock	

7. Write a list word that has the same sound as each of these words, but a different spelling.



8. Your teacher will dictate these sentences.

1. The policeman knew the eight people lost in the storm.
2. She's running up the stairs.
3. The robins keep warm in the nest.
4. Grandmother put the popcorn in the cupboard.
5. Mrs. Brown wore a warm coat when she visited Canada in winter.

Proofread your sentences for spelling and punctuation.

9. Copy this chart in your book.

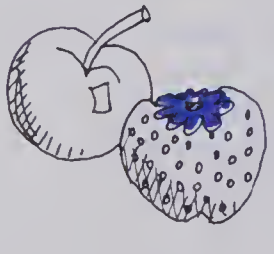
One Syllable	Two Syllables	Three Syllables

Write these words under the proper heading.

grew	goose	policeman	Canada
shoot	saved	cowboys	Friday
everyone	nest	o'clock	Indian
robins	buttons	roses	grandfather
brothers	ponies	wishes	newspaper
houses	remember	tanks	knew

10. Write the list words from the last five units that match these clues.

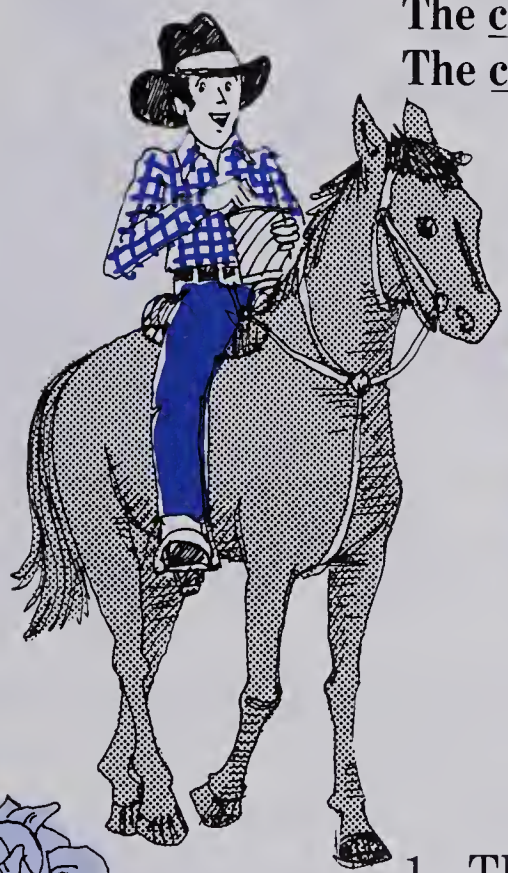
1. another form of grow
2. Birds twitter and _____.
3. more than one person
4. a low tree
5. your father's father
6. a small red fruit

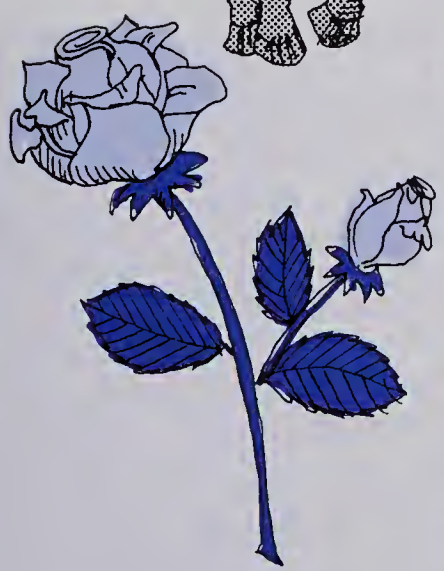


7. the opposite of forget
8. the day that comes before Saturday
9. 15 + 15 =
10. It gives us news.
11. contraction of we are
12. another form of know

11. Rewrite each sentence in the plural form. You may have to make changes in other words as well. For example:

The cuckoo builds a nest in the bush.
The cuckoos build nests in the bushes.





1. The robin sings a song as it flies.
2. We saw a boat and tank.
3. The cowboy eats popcorn as he is riding a horse.
4. The rose has a lovely color.
5. Is a button missing from the coat?
6. The policeman went to the house.

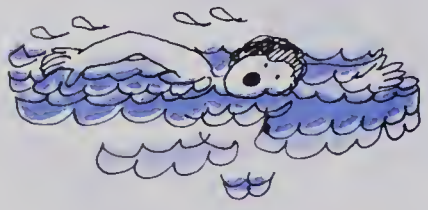
Proofread your sentences for spelling and sense.

Sports

1. Each of the pictures below shows a kind of sports activity.

   In your notebook, write the name of each sport.

   Check your spelling with the list on the next page.



2. Some other words about sports that you might think of are:

   athlete compete athletic competition

   Say and write each word. What do you notice about the second vowel sound in

   athlete → athletic? compete → competition?

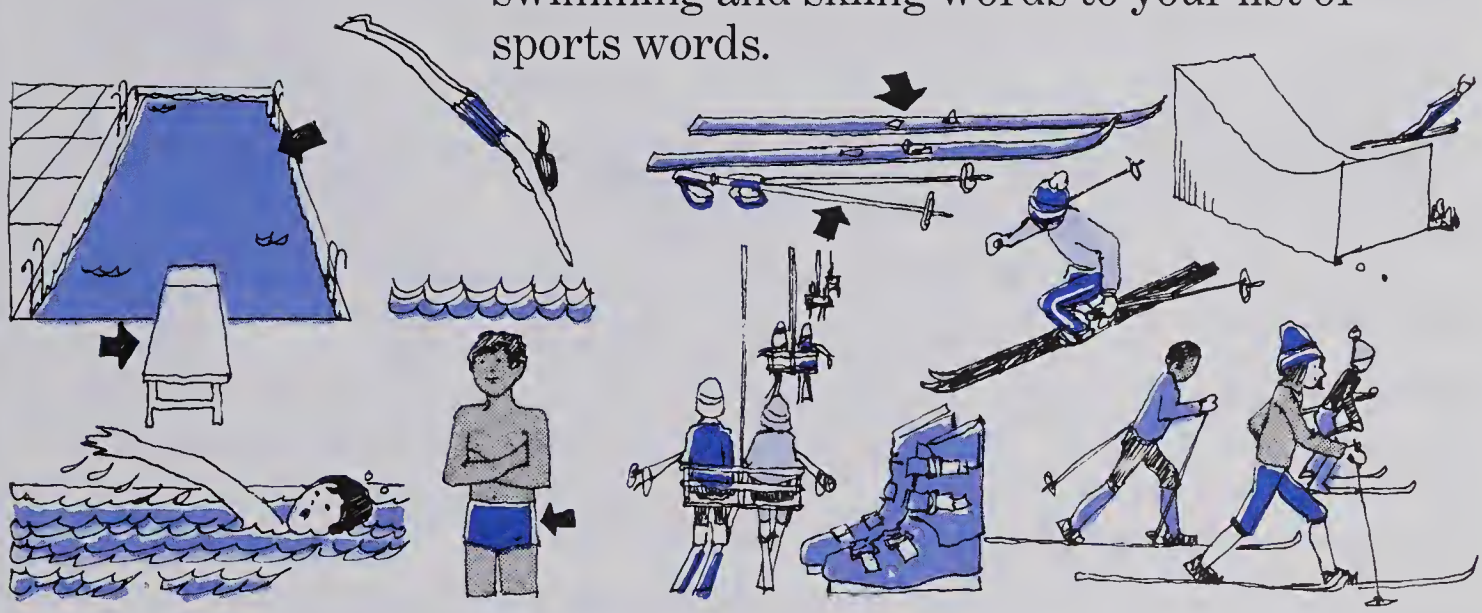
   Complete each sentence with one of the four words above.

   The _____ won five gold medals.
   She won all five _____ events.
   She wanted to _____ in the 1000 km race.
   But there was no _____ for that event.

3. There are some sports activities that you can do alone. There are others for which you need a partner. Others require a whole team! Copy this chart in your notebook. Complete it with as many sports activities you can think of.

Alone	Partner	Team

4. Look at these pictures. Write the sports words that come to your mind. Add these swimming and skiing words to your list of sports words.



5. Read these riddles and write the answers in your book.
   1. There are ten of us. We have small heads and fat bodies. We stand at the end of the lane. What are we?
   2. I am a black piece of rubber. I travel very fast along the ice. What am I?
   3. We are long and thin, and there are two of us. Sometimes one of us gets lost in the snow. What are we?
   4. I am made of wood, and am usually held by two hands. I hit a ball. What am I?

swimming
hockey
baseball
skiing
bowling
basketball
gymnastics
racing
football
golfing
snowshoeing

25

faced
mice
ice
God
crash
rocket
cricket
city
space
adventure
picture
poem
police
doesn't

Pretest

How many words did you get right?
If you misspelled any of the words, look closely to see what part of the word gave you a problem.
Ask yourself why you spelled that word incorrectly.

Study Helps

1. Read this sentence. Listen to the sounds of the underlined words. Write the words.

   We came to the city to watch the clown dance.

   Notice that **c** spells /k/ in words like came and clown, and that **c** spells /s/ in the words like city and dance.

2. Listen for /s/ as you say and write these list words.

   faced mice ice city space police

   What letter spells /s/?
   In each of these words, what letter follows **c**?
   Usually when /s/ is spelled with the letter **c**, the **c** is followed by either **i** or **e**.

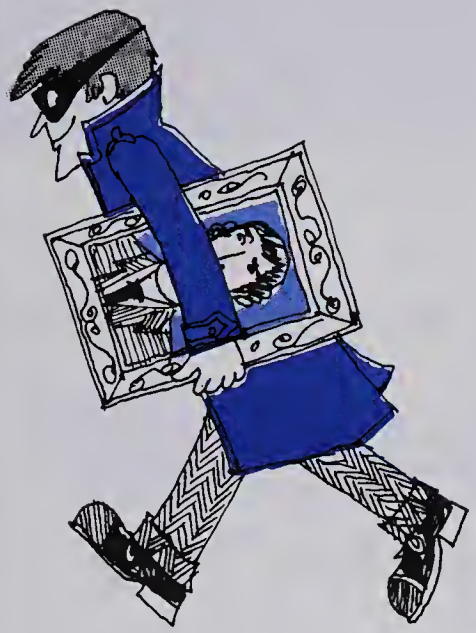
3. Say these list words and listen for /k/.

   crash **picture**

   Write the words.
   What letter spells /k/?

4. Say and write the word **cricket**.
   What is the first consonant sound you hear?
   What letter spells /k/?
   In what other part of the word do you hear /k/?
   Circle the letters that spell /k/ in the middle of the word.

   Say and write the other list word in which /k/ is spelled **ck**.

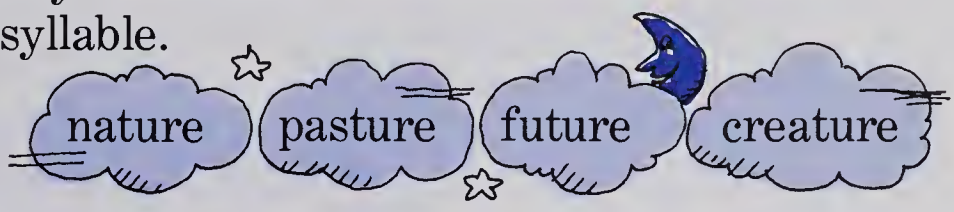


5. Say the word **adventure.**
   How many syllables are there? Write the word in syllables.
   Mark the syllable that is stressed.
   Remember that the stress mark looks like this ´ and is placed after the syllable.

   Look carefully at the last syllable. How is it spelled?

   Write the other list word that has the same last syllable.

   Say these words that have the same last syllable.



   Use your study method to help you learn to spell adventure and picture.

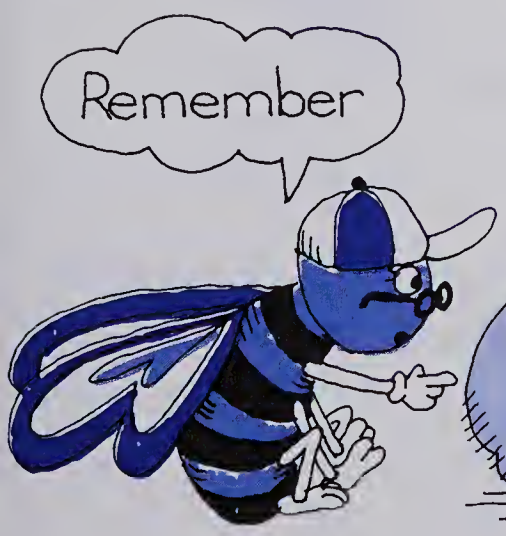
6. Say and write the list word that is a contraction.
   Write the two words that form this contraction.

7. Say and write the word **poem.**
   How many syllables are there?

   Write the words in syllables.
   If you say this word carefully as

   pō em

   it will help you to spell it correctly.



Sometimes **c** spells /s/ as in **mice**
c spells /k/ as in **crash**

When **c** spells /s/, it is usually followed by **i** or **e**.

Extending Your Spelling Skills

1. Your teacher will dictate these sentences.

1. Their rocket took them on a space adventure.
2. We went to the city to see the police show.
3. I have a picture of the cricket team.
4. The poem doesn't sound nice.
5. We heard a crash as he fell on the ice.

Proofread your sentences for spelling and punctuation.

2. Write list words that rhyme with these words.

Write as many other words as you can that rhyme with these words.

3. Copy this chart in your book.

/k/—**c**	/s/—**c**

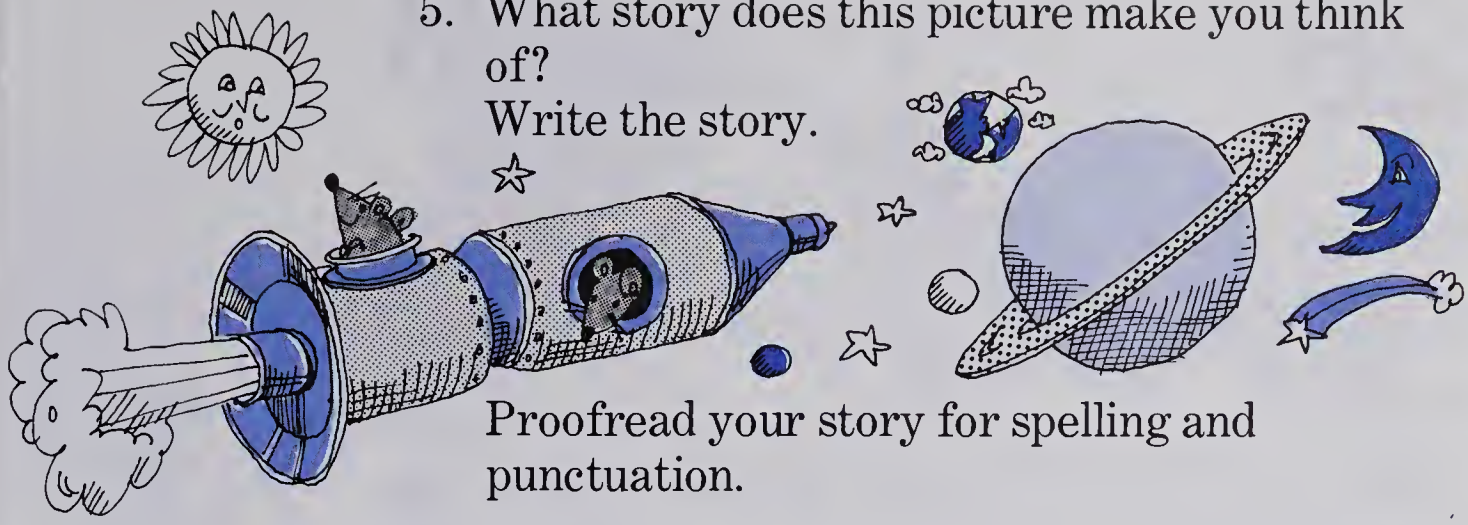
Write each of these words under the correct heading.

faced	picture	crashed
caught	creek	places
ice	city	cricket

4. Each of these words is written in its sound symbols. Write them in your book as they are spelled.

(krash)	(krik′ it)	(rok′ it)
(sit′ ē)	(mīs)	(spās)

5. What story does this picture make you think of?
Write the story.



Proofread your story for spelling and punctuation.

6. Complete these words with either **s**, **c** or **ck**.

__atch	s__ored	__ays
fa__e	cu__ __oo	__ity
__rash	__ricket	i__e

7. Proofread Spelling Bee's sentences for spelling, punctuation and capitalization. Rewrite them correctly in your book.

1. We took a pitcher of the roket going into space.
2. He wrote a pome about his advencher in the sity.
3. She grabbed a stik and faced the miece.
4. He called the plice after the car krash.
5. Does'nt he play kriket?

Unit Test

How many words did you get right on this test?
Add the words you found difficult to your special study list.

26

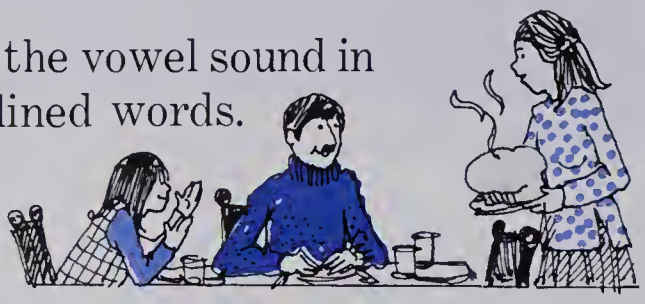
ready
dead
early
rest
build
built
heaven
weather
clouds
suit
pull
full
wouldn't
they're

Pretest

How many words did you get right?
If you misspelled any of the words, look closely to see what part of the word gave you a problem.
Ask yourself why you spelled the word incorrectly.

Study Helps

1. Read this sentence. Look at the underlined words.
Listen for the vowel sound in the underlined words.



We had fresh bread for breakfast.

Notice that, in the underlined words, /e/ is spelled **ea.**
Write the word in which /e/ is spelled **e.**

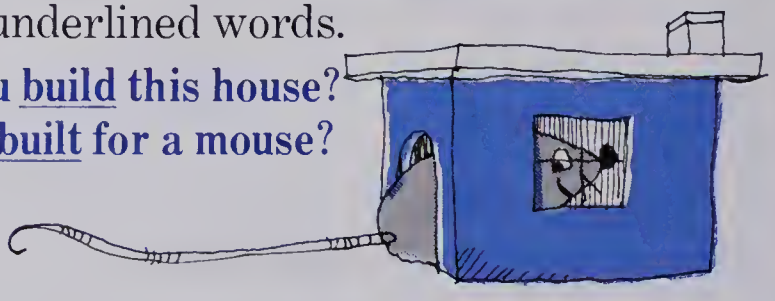
2. Say these words. Listen for /e/.

ready dead heaven weather

What letters spell /e/?
Write each word. Circle the letters that spell /e/.
Use the study method with any of these words that you found difficult to spell.

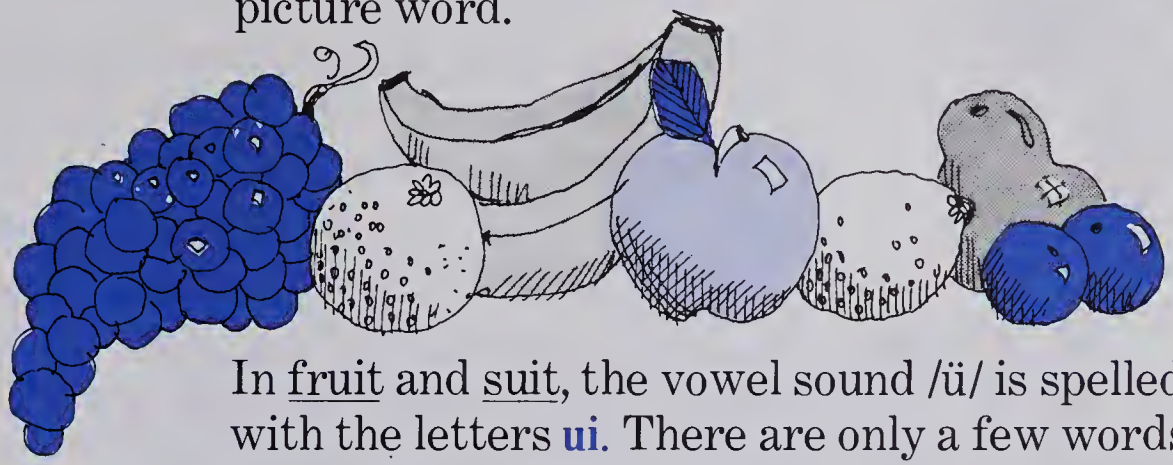
3. Read this rhyme. Listen for the vowel sound in the underlined words.

Did you build this house?
Was it built for a mouse?



What vowel sound do you hear in the underlined words? How is it spelled?
Write the words. Circle the letters that spell /i/.

4. Write the list word that rhymes with the picture word.



In fruit and suit, the vowel sound /ü/ is spelled with the letters **ui**. There are only a few words that spell /ü/ with **ui**. Two are juice and cruise.

5. Read this sentence and listen for the vowel sound in the underlined words.

   Who should pull the wagon full of wool?

   Is the vowel sound the same in each underlined word?
   What letter or letters spell the vowel sound /ü/ in each word?

6. Write the list word for this picture.

Circle the letters that spell /ou/.
Underline the letter that spells /k/.

7. Write the two words for each of these contractions.

   wouldn't **they're**

   In each contraction, what letter does the apostrophe replace?

/e/ is sometimes spelled **ea** as in **ready**

Extending Your Spelling Skills

1. In each of these sentences, replace the underlined part with a list word that has about the same meaning.
   1. She made the ship from strong timber.
   2. They were all set for the concert.
   3. He picked out a new outfit of clothes.
   4. The girls took a break to eat the sandwiches.
   5. Tibor never seems to be ahead of time.
   6. The men drag logs to the river.

2. Write an answer in a sentence to each of these questions.
   Use as many list words as you can.
   1. When will your house be built?
   2. What kind of a day is it?
   3. Would you like to go if they go?
   4. What happened to the poor man?
   5. What time would suit you?

   Proofread your answers carefully for spelling and punctuation.

3. Use the clues below to complete this word pole with list words.
   Write the answers in your book using the pole numbers

1. W _ _ _ _ _ _	1. contraction for would not
2. E _ _ _ _	2. opposite of late
3 _ _ A _	3. without life
4 _ _ _ _ T	4. past form of build
5 _ H _ _ _	5. homophone for their
6 _ E _ _	6. opposite of work
7. R _ _ _ _	7. another word for prepared

4. Say these twelve list words from these pronunciations.
Then write them the way they are spelled.

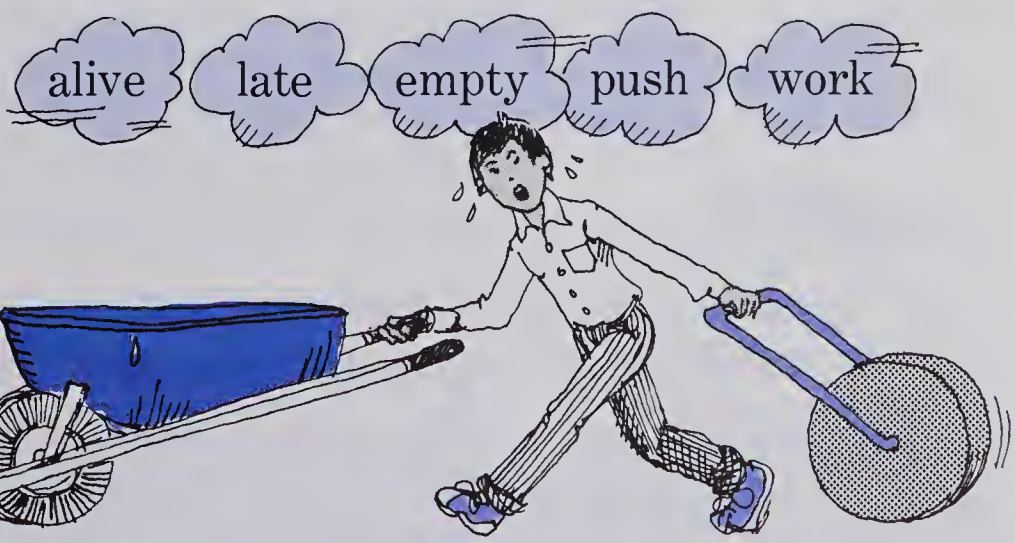
(bild)	(pül)	(ded)	(fül)
(hev′ ən)	(red′ ē)	(süt)	(ėr′ lē)
(bilt)	(kloudz)	(rest)	(we ᵺ ′ ər)

5. Your teacher will dictate these sentences:

1. Will you be ready early?
2. They wouldn't build a house in such weather.
3. Where is heaven?
4. The plane was hidden by the clouds.
5. Take off your suit if you're hot.
6. He ate a full meal and took a rest.
7. They're dead because they had nothing to eat.

Proofread your sentences for spelling and punctuation.

6. Write a list word that means the opposite of each of these words.



Unit Test

How many words did you get right on this test?
Which words did you find difficult?

27

lesson
person
present
presents
science
bottom
blossom
biggest
picnic
secret
sudden
finger
that's
it's

Pretest

How many words did you get right? Which words did you find difficult? Be sure to write them in your spelling record. Use the study method to help you learn these words.

Study Helps

1. Say and write these words. Listen for the stressed syllables.

lesson **present** **pencil**

Notice that the first syllables of these words are stressed, and the vowel sounds are clear and definite. What vowel sound do you hear in each first syllable?

Listen for the vowel sounds in the second syllables.
Notice that they sound the same and are not clear or definite. This vowel sound in an unstressed syllable is called a *schwa*.

The symbol for the schwa is /ə/. Note that /ə/ is spelled with different letters.

Look at the pronunciations for these words.

(les′ ən) (prez′ ənt) (pen′ səl)

Notice that the *vowel sound* is the same in each second syllable. What letter spells the schwa sound in each word?

2. Say these words.

person **bottom** **blossom** **sudden**

Write each word in syllables.
What vowel sound do you hear in each first syllable?

What vowel sound do you hear in each second syllable? What letter spells /ə/ in each second syllable?

3. Say and write the word **secret.**
   How many syllables do you hear?
   Write the word in syllables.
   What letter spells /k/?

4. Say the word **science.**
   How many syllables are there?
   Write the word in syllables like this: sci•ence
   What is the first consonant sound?
   What letters spell this sound?
   Notice that /s/ is spelled **sc.**
   What is the first vowel sound?
   How is it spelled?
   What letter spells the last /s/?
   Use your study method to help you learn to spell this word.

5. The word **present** is a very odd word.
   It changes its pronunciation when you use it in different ways in sentences.
   In these sentences, the word present is written in pronunciation symbols.
   Read the sentences out loud. Pay careful attention to the stressed syllable in each word.
   I like my (prez′ ənt).
   I will (pri zent′) her with a watch.

   What does present mean in the first sentence?
   What does it mean in the second sentence?

The vowel sound in many unstressed syllables is called a *schwa* /ə/, as in the second syllable of les′ son or pen′ cil.

Extending Your Spelling Skills

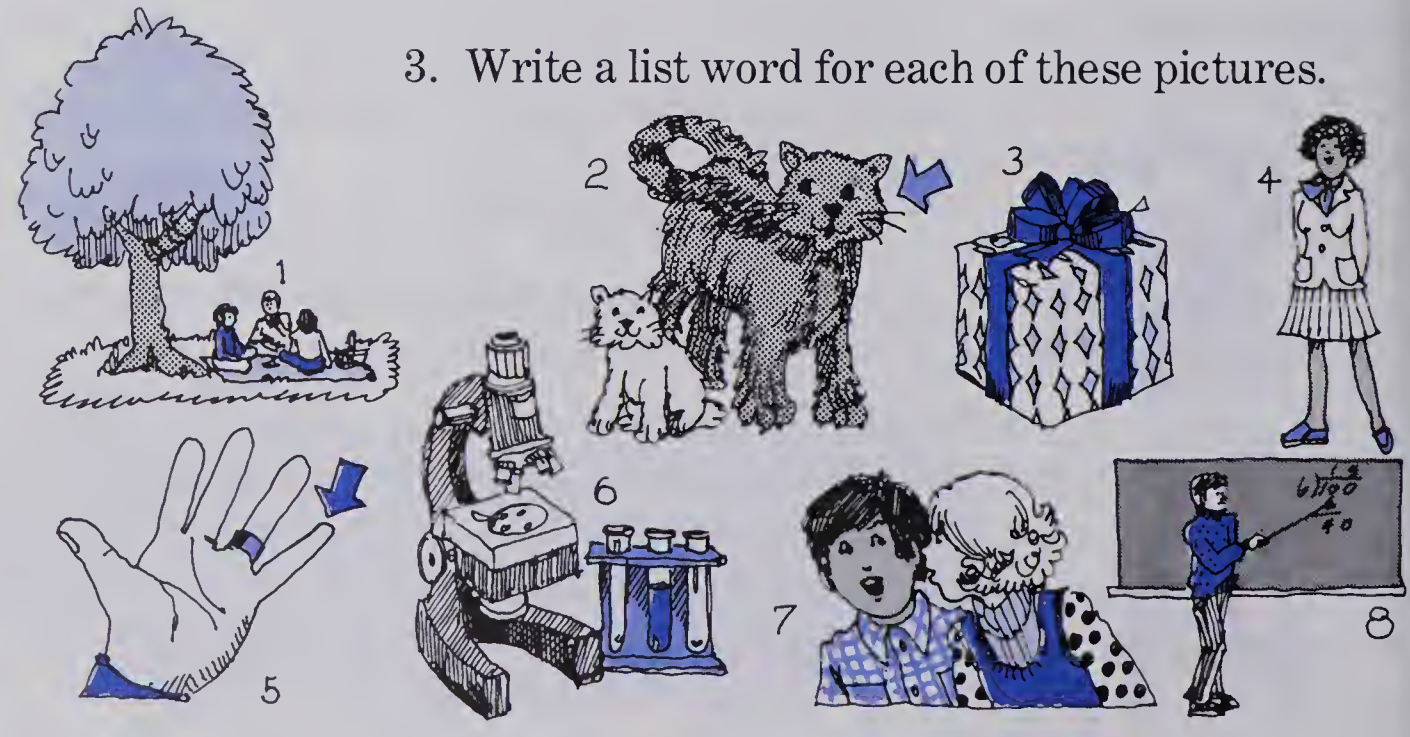
1. Copy these sentences in your book and complete them with list words.
   1. We learned about insects in our _____ _____.
   2. _____ the _____ she got for Christmas.
   3. The rock sank to the _____ of the pool.
   4. _____ come out on the trees before the fruit comes.
   5. I can't tell you because _____ a _____.

2. Read the dictionary entry for **bottom**.
   What meaning for **bottom** best fits each sentence?
   Write the letter of the sentence and, beside it, the number of the meaning.

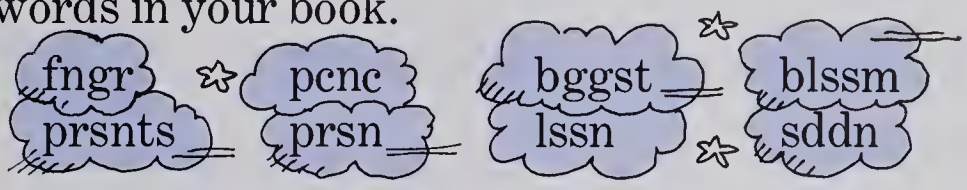
   (a) Put the paper in the bottom of the box.
   (b) Don't move the bottom of the ladder.
   (c) There's something sticky on the bottom of my plate.
   (d) The boat sank to the bottom.

bot-tom (bot'əm) **1** the lowest part: *The berries at the bottom of the basket were crushed.* **2** the part on which anything rests: *The bottom of that glass is wet.* **3** the ground under water: *the bottom of the sea.* **4** low land along a river. **5** the seat: *This chair needs a new bottom.*

3. Write a list word for each of these pictures.



4. All the vowel letters in these list words are missing.
Find the missing vowel letters and write the words in your book.



5. Complete the paragraph by thinking of a list word for each numbered blank. Write the numbers and words in your book. Sometimes you might have to write the words in their plural forms.

The teacher said that today we would have our ___1___ ___2___ outside. He said that it was spring and we should find all the ___3___ of nature. We saw the ___4___ ___5___ on the cherry trees. I let a caterpillar crawl on my ___6___. All of a ___7___ it began to rain. The teacher said the rain was a ___8___ for all the plants. It was a wonderful lesson—but more like a ___9___.

6. Help Spelling Bee take a different kind of test. Spelling Bee has to find, in each group of words, the word that is misspelled.
Write the words correctly in your book.

1. that's	it's	they'r	wouldn't
2. redy	lesson	clouds	pull
3. heaven	mice	city	sience
4. lesson	blosom	picnic	built
5. sekret	bottom	presents	biggest

Unit Test

How many words did you get right on this test?

28

building
couple
purple
wonder
answer
kitchen
different
interesting
uncle
period
except
enough
goes
does

Pretest

How many words did you get right on this test?
Which words did you find difficult? Look at them carefully to see why they are difficult.
Study them carefully.

Study Helps

1. Say the underlined words.

   Does Spelling Bee have a couple of purple uncles?

   Write the underlined words.
   How many syllables are there in each word?
   Write each word in syllables. (Check in the *Mini-Dictionary* if you're not sure.)
   What two letters does each word end with?

2. Write the other list words that have two syllables.
   Circle the stressed syllable in each word.

3. Write the two list words that have three syllables.
   Separate the syllables. Put a dot between the syllables. (Check in the *Mini-Dictionary* if you're not sure.)

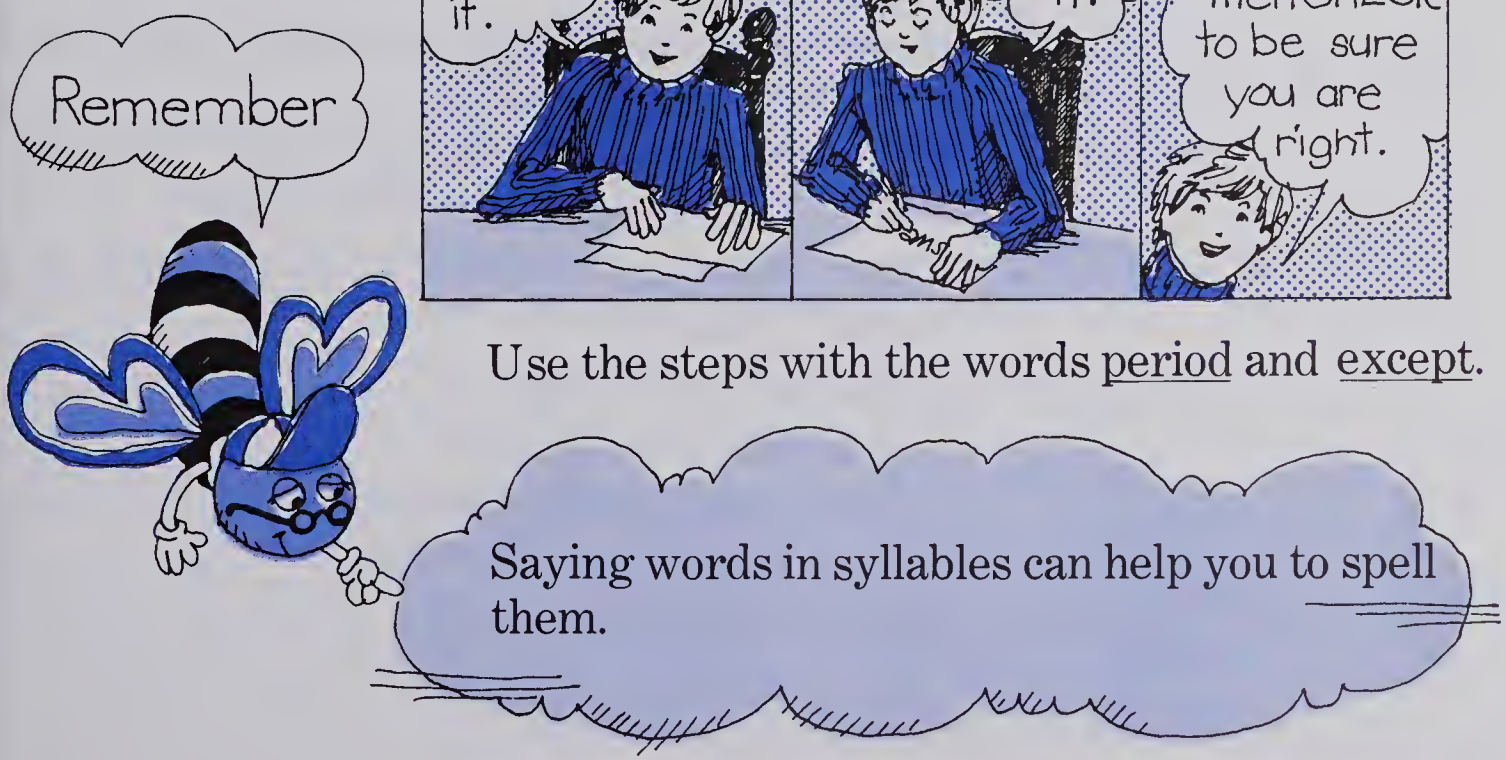
4. Now write the words that have just one syllable.
   Say **goes** and **does**.
   These two words look much the same. Do they sound the same?
   What is the vowel sound in goes? in does?

5. Write the list word:
   —whose base word is build.
   —that rhymes with tough.
   —whose base word is go.
   —that tells what you do when the teacher asks a question.
   —in which /k/ is spelled **k**.
   —whose pronunciation is (ek sept′)
   —in which /f/ is spelled **gh**.

6. Say and write the word **answer**.

   If you need to study this word—

Use the steps with the words period and except.



Extending Your Spelling Skills

1. Read each group of words.
   What ideas come to your mind?
   Write one sentence using the words in each box.

a stranger	in the kitchen
purple building	looks different
knows the answer	except me
she goes	does enough

2. Write an answer to each of these questions. In your answers, use as many list words as you can.
   1. Do you like purple kitchens?
   2. Would you talk to a person who is different?
   3. What does your interesting uncle do?
   4. What do you wonder about?

3. All the vowel letters have been left out of the words in these sentences.
   Can you read the sentences without the vowel letters? Is it harder to read this way?

   Write the sentences with the vowel letters in the right places.

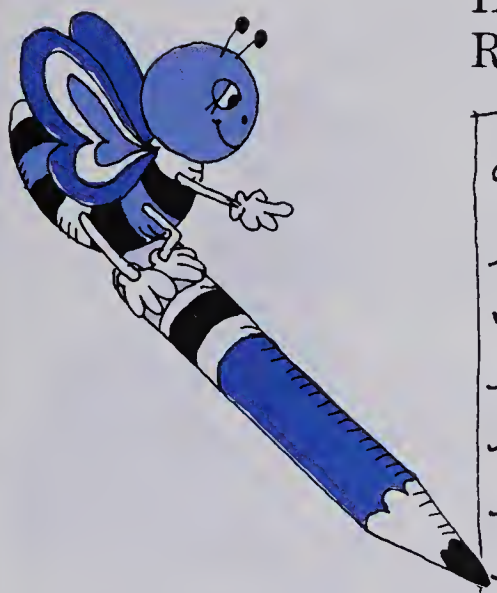
   1. Tht bldng lks dffrnt.
   2. M answr ws nt gd ngh.
   3. Ths ktchn hs vrthng xcpt fd.
   4. Pt th prd t th nd f th sntnc.

   Proofread your sentences.

4. Write as many new words as you can from these base words. For example:

build	builds	built	builder	building
answer	go	wonder	differ	strange

5. Spelling Bee is writing again!
This is just Spelling Bee's story beginning.
Help Spelling Bee proofread.
Rewrite it correctly in your notebook.



My uncl met a cuple in that bilding. They were very intresting! They had purpel hair and long, long, long fingers and toes. They were very toll. And they new everything! They could anser every question. Who ... who... were ... they?

Who do you think they were? What happened?
Do you think everyone would think they were interesting?

Write your own ending for this story.

Unit Test

As you write each word, say it softly to yourself.
Compare your results on this test with the pretest.
Be sure to record your score.

29

minute
minutes
guy
guys
cousin
cousins
hour
hours
wall
tall
hi
hello
girl
turned

Pretest

How many words did you get right on this test?
Look at the words you misspelled and find out where and why you made your mistake. Was it a vowel sound or a consonant sound? Was it in the first or second syllable?

Study Helps

1. Read this sentence. Look at the underlined words.

   The boys bring apples and oranges for their teachers.

   What is the base word for each underlined word?
   What letter was added to each base word to make it plural?

   We add **s** to most base words to write the plural forms.

2. Write the plural form of each of these base words.

   minute guy cousin hour wall girl

   What letter did you add to each of these base words to write the plural form?

3. Say the word **minute.**
   How many syllables are there? Write minute in syllables.

   What vowel sound do you hear in the second syllable?
   Circle the second syllable. Notice how it is spelled.

4. Say the word **cousin**
   How many syllables are there? Write cousin in syllables.
   What is the first consonant sound you hear? How is it spelled?
   What sound does **s** spell?
   What letters spell the first vowel sound?

5. Say and write the two list words in which /o/ is spelled **a**

6. Here are two people who are meeting on the street.

   Which list words might they use as they meet?

7. Say and write the list words that rhyme with buy.
   What vowel sounds do you hear? How are they spelled?

8. Write the list word that is a homophone for our.
   What does it mean? What letter must you remember in **hour** ?
   Write the homophone for ours.

We write the plural forms of most base words by adding s as in girls.

Extending Your Spelling Skills

1. Use the word list to help you find the words that fit these shapes and syllables. Complete these sentences in your book.

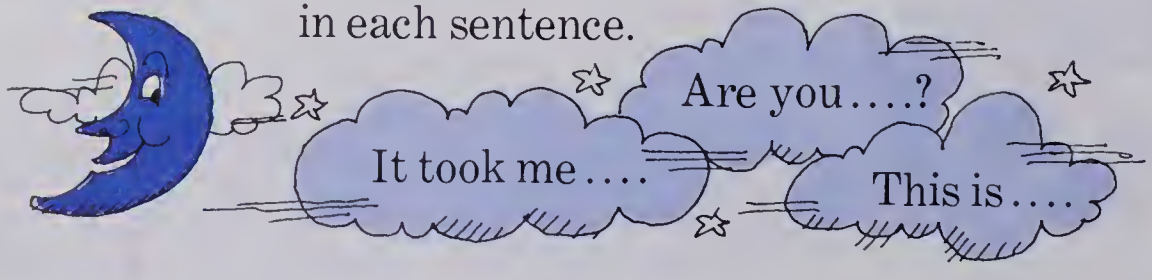
   1. It is now two min • utes past the hour of two o'clock.
   2. Those two guys are my cous • ins.
   3. The girl gave a loud hell • lo to tell us where she was.
   4. We turned around just in time to see the tall boy climb over the wall.

2. Your teacher will dictate these sentences.

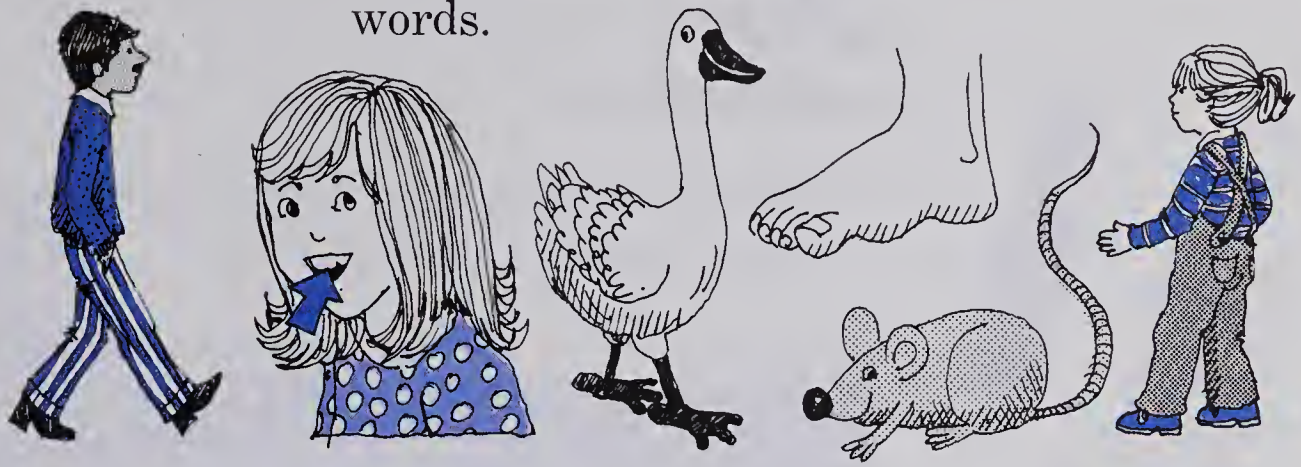
   Say hello to my cousin. He is that tall guy by the wall. He'll be going home in an hour. Then he'll be meeting all his cousins for dinner.

   Proofread your sentences for spelling and punctuation.

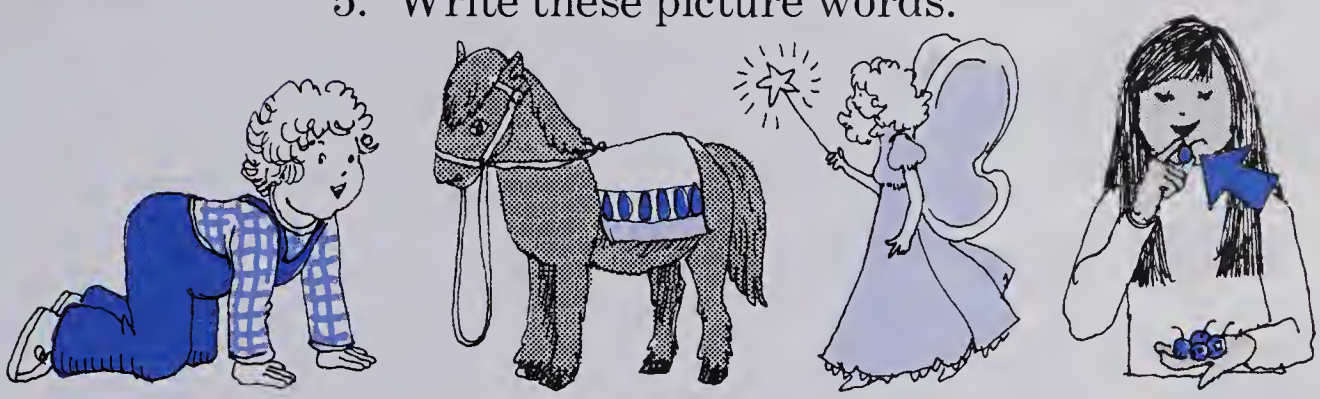
3. Complete each of these sentences with some words of your own. Use at least one list word in each sentence.



4. Write the plural form for each of these picture words.



5. Write these picture words.



Write the plural of each word.

How did you change each base word when you wrote the plural?

6. Use these clues to write list words.
   1. There are sixty seconds in one _____.
   2. It is usually made of bricks.
   3. the opposite of short
   4. another word for men or boys
   5. moved around
   6. son or daughter of your uncle or aunt
   7. There are only twenty-four of them in a day.

Unit Test

How many words did you get right on this test?
Add the words you found hard to your special study list.

30

Looking Back

1. Study your own list of words that you found hard to spell in Units 25—29.

2. Your teacher will dictate these sentences.

Does it take an hour to get to the secret building?
The mice ran into the holes in the kitchen wall.
My cousins had an interesting adventure.
In our science lesson we learn about rockets and clouds.
Wouldn't you play cricket if the weather is fine?
That's the biggest purple blossom I've ever seen.

Proofread your sentences for spelling and punctuation.

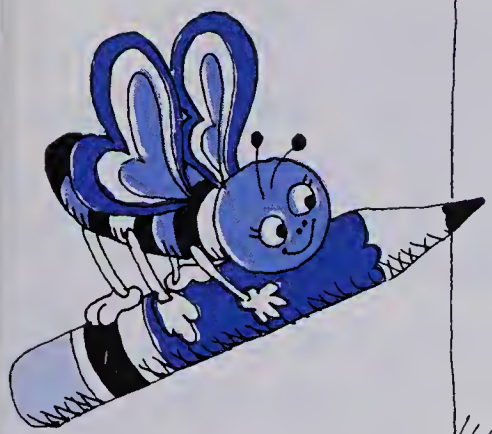
3. Copy these headings in your book.

One Syllable	Two Syllables	Three Syllables

Write each of these words under the right heading.

wall	heaven	adventure	building
hello	cousins	weather	space
interesting	goes	kitchen	except
poem	secret	guys	suit

4. Complete these list words by filling in the missing vowel letters



m_c_	_n__gh
cl__ds	d__d
	r__dy
w__th_r	w_nd_r
b_tt_m	b__ld_ng
th_y'r_	c__s_ns

5. Say each word below carefully. Write the words and circle the syllable in which you hear /ə/.

cousin	purple	biggest	period
answer	science	present	heaven
different	wonder	blossom	bottom

Remember that /ə/ is a vowel sound that is not clear or definite and is found in a syllable that is not stressed.

6. Use these clues to write list words.
   1. big, bigger, _____
   2. sixty _____ = one _____
   3. the opposite of top
   4. my father's brother
   5. my aunt's children
   6. words used in greetings
   7. (sit′ ē)
   8. rhymes with fall and ball

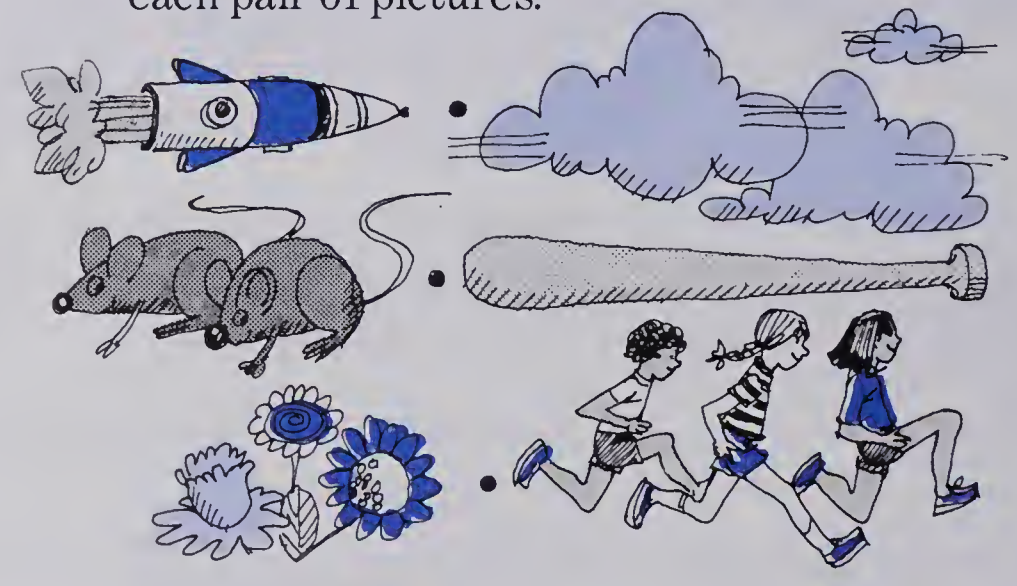
7. The letter **c** is missing from each of these list words. Write each word as it should be spelled. After each word, write /s/ or /k/ to show which sound the letter **c** spells.

mie	ousins	riket
ity	pitures	rash
louds	seret	unle
pini	ouple	exept

8. Write these words in alphabetical order. Do you remember what to do when two words start with the same letter?

built	heaven	guys	couple
hours	dead	hello	finger
cousin	full	lesson	blossom

9. Write one or two interesting sentences about each pair of pictures.



10. Write the plural forms of these list words.

crash	couple	girl
adventure	poem	city
minute	building	blossom
kitchen	answer	secret

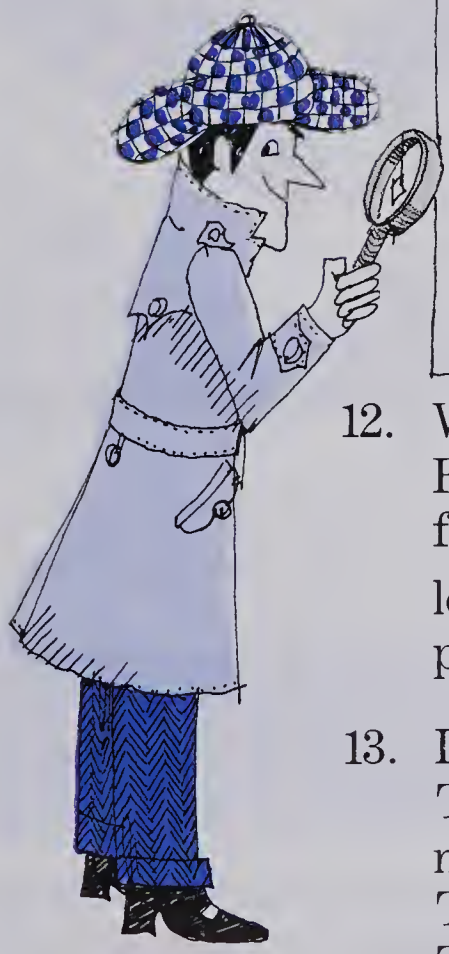
11. Can you figure out this puzzle?

Ca nyo ufi gureo utt hispu zzle? ??

Did you notice that the letters are not grouped properly? If you got the spaces between the words right, you should have written the same sentence as the first one in the exercise.

Now try to figure out these sentences.

Ik nowa sec reta boutm ycou sin. Shew ould n'ta nswe ra stra ngerw hos aidh ello. Myun clel augh eda nds aidt ha twa she rgrandf ather!!



12. Write the plural form of each of these words. Beside each plural form write either /z/ or /s/ for the final sound.

lesson	blossom	secret
person	picnic	finger

13. Look at the words **its** and **it's**.
They sound the same, but they have different meanings.
The word its means "belonging to."
The word it's means "it is."
Complete each of these sentences with either it's or its.

_____ a warm day.
What happened to _____ tail?

Let's Travel

1. Do you like to travel? What is your favorite way of travelling?

   Look at these pictures. Write the picture words.

2. How many of these travel words can you spell? Ask a classmate to dictate them and then check your spelling carefully.

   airport airplane dock depot pilot motel arrival departure baggage captain station sail train ferry hotel jet

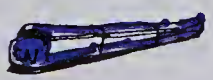
3. Read these sentences. Rewrite each sentence and replace the nonsense word with a word that makes sense.

   We took our baggage to the bus dromper.
   The railroad boofer was very crowded.
   The huge jumbo tig had just landed at martex.

4. Complete each rhyme with a travel word.
   1. We have to be at the _____
      This afternoon at three o'clock.
   2. A picture of a whale
      Was painted on the _____.
   3. The car can't hold all of us
      So let's take the large gray _____.
   4. It would be nice to take a trip
      On a beautiful white sailing _____.

5. Use these clues to write matching travel words.
   1. the person in charge of a ship
   2. where a ship stops
   3. a bus station
   4. It comes from the words motor and hotel.
   5. a boat that carries people and cars across a river or lake

6. Read this short story. Rewrite it and replace the pictures with travel words.

   We arrived at the at nine o'clock in the morning. We checked our and got on the . The told us to fasten our seat belts. We arrived in Plankyt two hours later. A took us to our . The next morning, a took us to the . We caught the  that took us to Smarkin. Then we had to take a across the lake to Uncle Bob's island. Finally we had to get on Uncle Bob's to go to his cabin. What a trip!

31

Story Words

invisible
idea
princess
jewels
scamp
fort
lonely
ha
giant
closet
shut
somebody
noise
suddenly

Pretest

How many words did you get right? What words did you find hard to spell? Be sure to write them in your spelling record.

Study Helps

1. Read the sentence.

   While the giant was sleeping, the lonely princess took her jewels out of the closet and ran away.

   Say each underlined word.
   How many syllables are there in each word?

   Write the words in syllables.
   (Check each underlined word in the *Mini-Dictionary*.)
   In each word, which syllable is stressed?

2. Write the word **giant.**
   What is the first sound?
   What letter spells /j/?

   Write the word **jewels.**
   What is the first sound?
   What letter spells /j/?

   Circle the letters that spell the vowel sound /ü/.

3. Write the word **princess.**
   What letters spell /s/ in this word?

   Write the word **closet.**
   What sound does **s** spell in this word?

4. Read these sentences.

Suddenly somebody yelled, "What's the idea? I can't see Mei Lin! She's invisible."

Say the underlined words.
How many syllables are there in each word?
Write the words in syllables.

Did you write i•de•a?
If you remember to say the syllables in this word, it will help you to spell it.

Did you write in•vis•i•ble?
Which words in the sentence give the meaning of invisible?

5. Read these sentences.

Tassie said, "Ha! I've caught you, you scamp! Why did you shut the door of the fort with all that noise?"

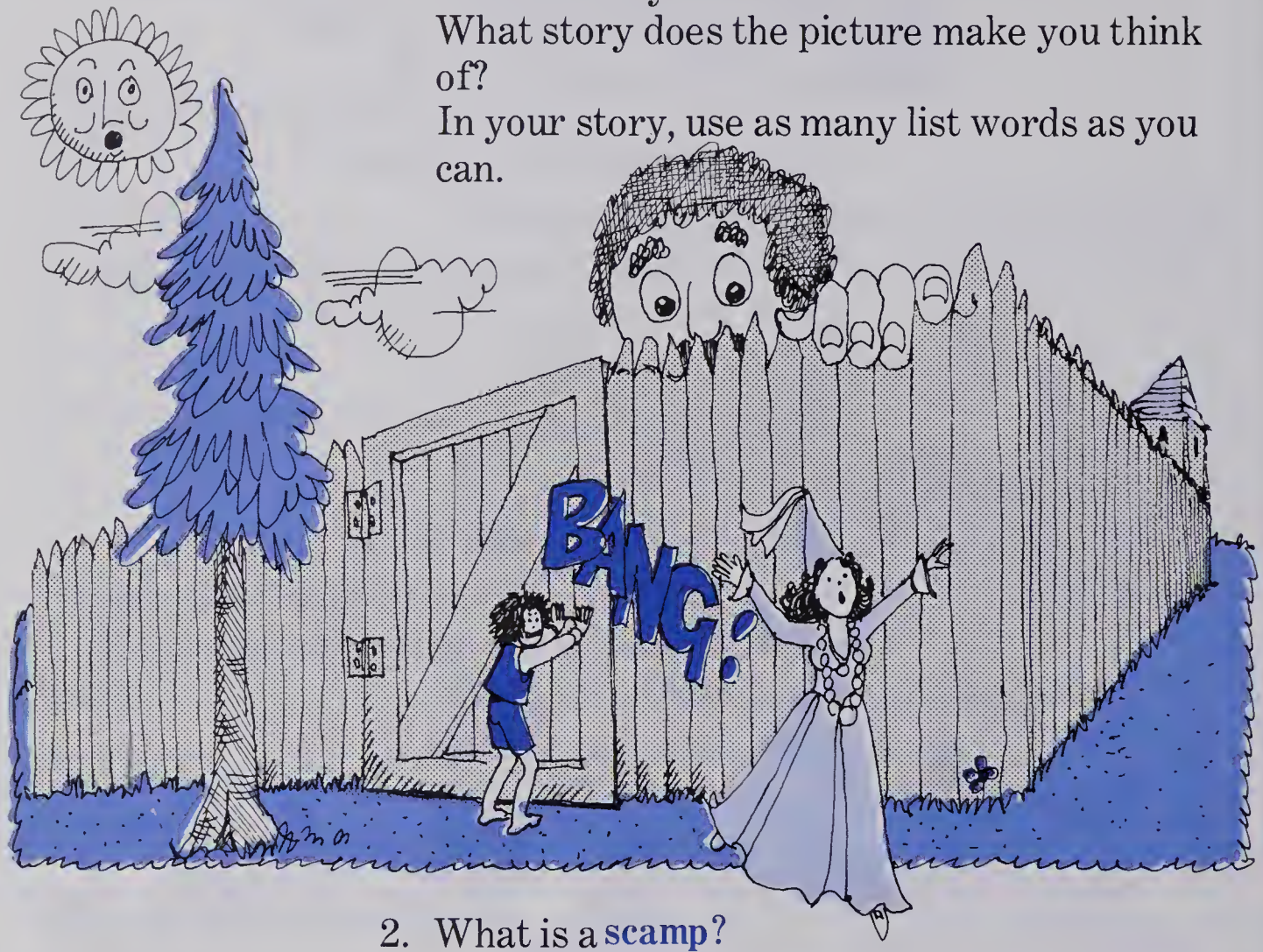
Say each underlined word.
How many syllables are there in each word?
Write the word in which you hear /ô/ + /r/.

Look at the word **noise**.
Write the word.
Circle the letters that spell the vowel sound.

Put a box around the letter that spells /z/.

Extending Your Spelling Skills

1. Write a story!
   What story does the picture make you think of?
   In your story, use as many list words as you can.



2. What is a **scamp**?
   If you're not sure, look up the word in the *Mini-Dictionary*.
   Use the word scamp in a sentence.

3. Write list words to match these meanings.
   1. can't be seen
   2. place to hang coats
   3. a huge person
   4. a thought
   5. some things beautiful and sparkly
   6. all at once
   7. the daughter of a queen

4. Write the plurals of these words.
Say each plural first. This helps you to decide whether you should add **s** or **es**.

scamp	jewel	princess
giant	closet	noise

5. Spelling Bee wrote a story, too!
This is Spelling Bee's first draft.
Proofread the story. Do you think Spelling Bee's spelling is improving?

All day and all night the gint rode. His horse was tired, but still the gint rode on. He new he had to get to the fort before the elves did. The elves had told the princess that they wood make her invisble and steel her juls.

At-last! There was the fort. And the giant reached the huge door just as the elves galloped up. With a mighty noyse, the gint slammed the door! The princess was safe!

Unit Test

Compare your score with your score on the pretest.

32

sound
count
allowed
mountain
course
forget
teach
which
fur
turn
others
meet
should
about

Pretest

How many words did you get right on this test?
Look at the words you misspelled and find out why and where you made your mistakes.
List the words in your spelling record.

Study Helps

1. Read this sentence. Listen for the vowel sounds in the underlined words. Look carefully at these words.

   The hound growled loudly.

   Notice that the vowel sound /ou/ can be spelled either **ou** or **ow**.

2. Write four list words in which /ou/ is spelled **ou**.

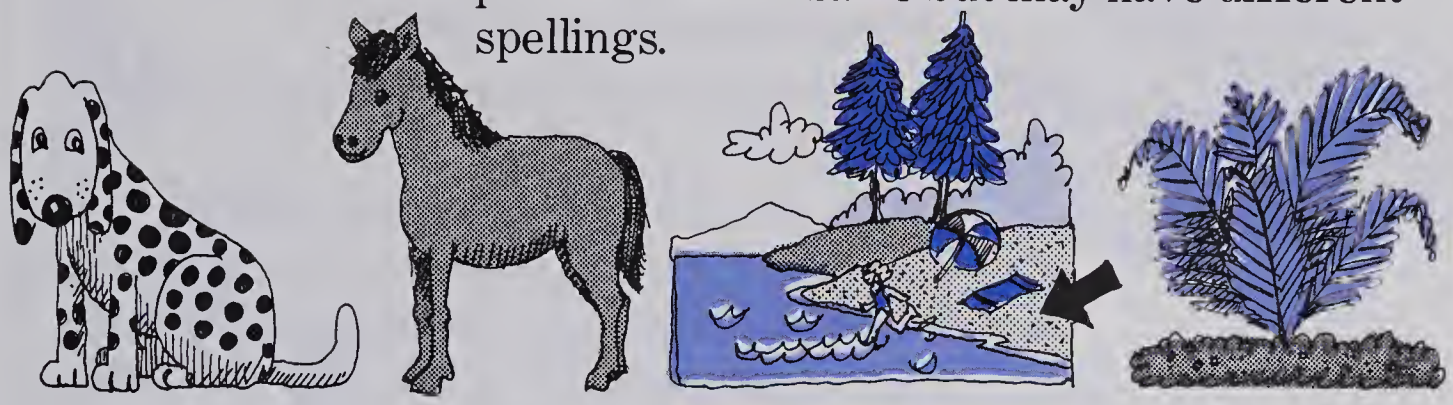
   Write two list words that have the letters **ou** but not the vowel sound /ou/.

   Say **should**. Write should.
   Circle the vowel letters.

   What is the last consonant sound?
   Put a box around the letters that spell this sound.

3. Say and write the word **allowed**.
   Does it have the same vowel sound as **count**?
   Circle the letters that spell /ou/.

4. For each of these picture words, write a list word that rhymes. Remember that rhyming parts sound the same but may have different spellings.



5. Write the list words that are homophones for:

aloud fir

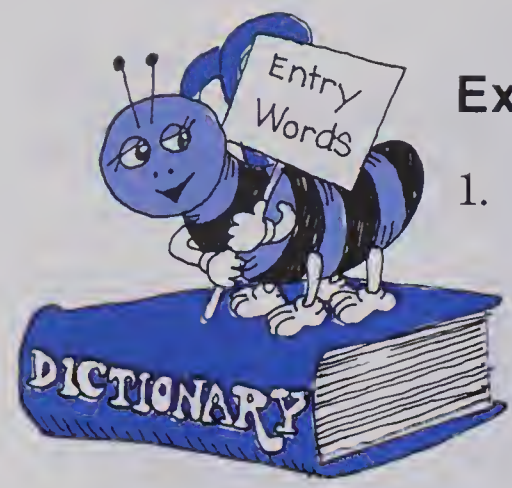
6. Say and write the five list words that have two syllables.
   Circle the stressed syllables.
   Underline the words in which the second syllable is stressed.
   How many words did you underline?

7. Say the two list words in which you hear /ē/.
   What letters spell /ē/?

8. From this group of words, write only the words that have the same vowel sound as the picture word. Say each word carefully.

trout	sound	count	show
how	should	about	allowed
owl	flow	course	crowd
hour	mountain	would	drown

/ou/ can be spelled **ou** as in **sound**
can be spelled **ow** as in **allowed**



Extending Your Spelling Skills

1. Read the sentence.

I invited the count to the party.

Do you know the meaning of **count** in the sentence?

If you look the word count up in the dictionary, you will find two entries. The two words have the same spelling and the same pronunciation. But they have very different meanings. You will see

count[1]
count[2]

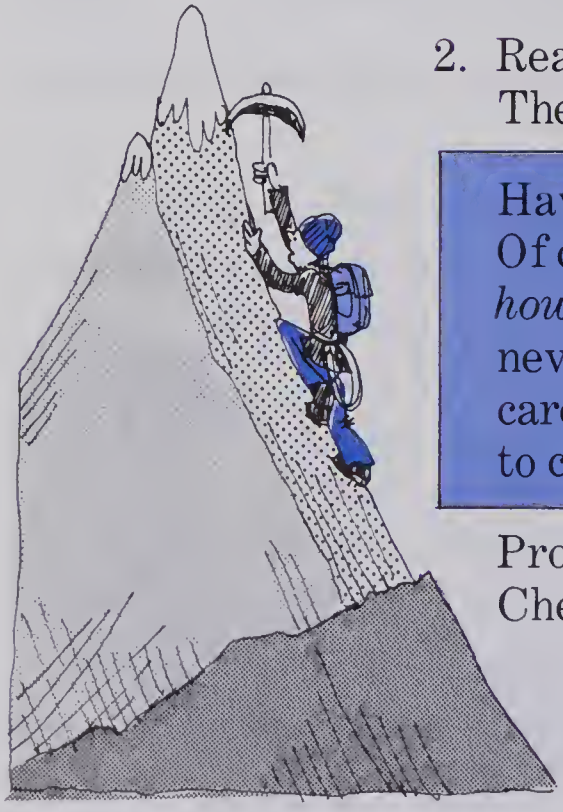
count[1] (kount) **1** name numbers in order: *The child can count to ten.* **2** add up; find the number of: *He counted the books and found there were fifty.*

count[2] (kount) a European nobleman having a rank about the same as that of a British earl.

Look at the dictionary entries on the left. What is the meaning of count as used in the sentence at the beginning?

Remember, when you see an entry word with a small number beside it, there will be another entry for that word.

2. Read this paragraph.
Then your teacher will dictate it to you.



Have you ever wanted to climb a mountain? Of course, someone would have to teach you *how* to be a good climber. Climbers must never forget the safety rules. They should care about other people. Others must be able to count on them and turn to them for help.

Proofread your paragraph with the book. Check all punctuation and spelling.

3. Use these clues to write /ou/ words. Some are list words, but some are other words you should know.
   Write the words in your book.
   1. a large number of people
   2. what a king wears on his head
   3. to find the number of
   4. a very high hill
   5. what you hear
   6. a color
   7. a person who makes us laugh
   8. to die in water
   9. permitted

4. Use the groups of words in each box to write a good beginning sentence for a story.

On the mountain the loud sound about forty
Of course I forgot not allowed
All about teach whose turn

5. Write the list words in alphabetical order. Remember, if words start with the same letter, look at the second or third letters.

Unit Test

How many words did you get right on this test?
Which words did you still find difficult?
Add these difficult words to your special study list.

33

move
moved
movie
threw
else
parents
twelve
son
special
sold
pictures
these
blue
true

Pretest

How many words did you get right?
Record your score.
Look at your misspellings and see where you made mistakes.
Write these words in your spelling record.

Study Helps

1. **The goose and the cuckoo flew away as the girl yelled, "Don't shoot!"**

   The vowel sound in the underlined words is /ü/.
   Write the underlined words and circle the letters that spell /ü/.

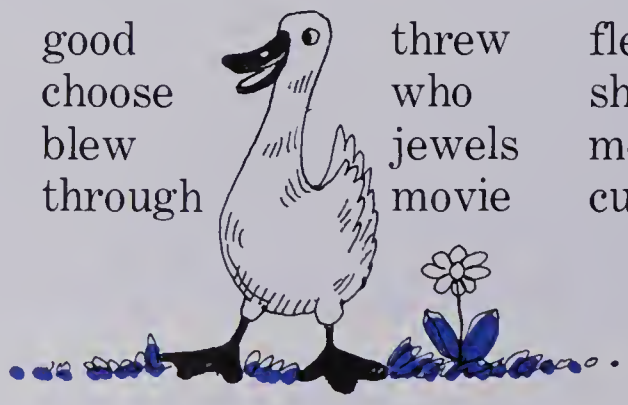
   Read this sentence and say the underlined words.

   The blue cars moved slowly up to the movie theatre.

   What is the vowel sound in the underlined words?
   Write the words. Circle the letters that spell /ü/.
   Write three more list words that have the vowel sound /ü/. Circle the letters that spell /ü/.

2. From this group of words write only those words that have the same vowel sound as the picture word. Say each word carefully.

move	good	threw	flew
grew	choose	who	shut
foot	blew	jewels	moved
true	through	movie	cuckoo



3. Say the words **else** and **twelve.**
   What is the vowel sound in each word?
   Write the words.

4. Say the word **special.**
   How many syllables are there?
   Look at the pronunciation: (spesh′əl)
   Write the word. Circle the letters that spell /sh/.
   Study this word carefully.
   LOOK at it. SAY it. COVER it.
   WRITE it. CHECK your spelling.

5. How many syllables are there in the word **pictures?**
   Write the word in syllables.
   Put a box around the second syllable.
   Say the letters in the second syllable.
   Write the word again.

6. Say the words **son** and **sold.**
   What is the beginning consonant sound in each word?
   What is the vowel sound in each word?
   What letter spells /u/ in son?
   What letter spells /ō/ in sold?

7. Say **parents.**
   Write it in syllables.
   Circle the first syllable. Say the letters in the first syllable.
   Write the word again.

/ü/ may be spelled **oo** as in **goose**
may be spelled **ew** as in **threw**
may be spelled **ue** as in **blue**
may be spelled **o-e** as in **move**

Extending Your Spelling Skills

1. Complete these sentences with words that spell /ü/ with **ew** or **ue**.
   1. She _____ too big for her _____ coat.
   2. Is it _____ that you spilled the _____?
   3. She _____ the ball through the window.
   4. Who _____ out the candles?
   5. The boy has _____ eyes.

2. Two list words are:

   ☆ true ☆ blue ☆

   Write some other words that end in /ü/ and the letters **ue**.

3. Read the sentences.
   The words in brackets can be replaced with list words. Rewrite the sentences using the list words.
   1. I had a very (unusual) teddy bear.
   2. Her (father and mother) went to South America.
   3. Please buy (a dozen) eggs at the store.
   4. Beryl (exchanged for money) her story to the newspaper.
   5. Let's go to the (motion picture) on Saturday.

4. Write the base words for these words.

   moved pictures parents movies sons

   The base word for threw is throw.
   Can you write the base word for sold?

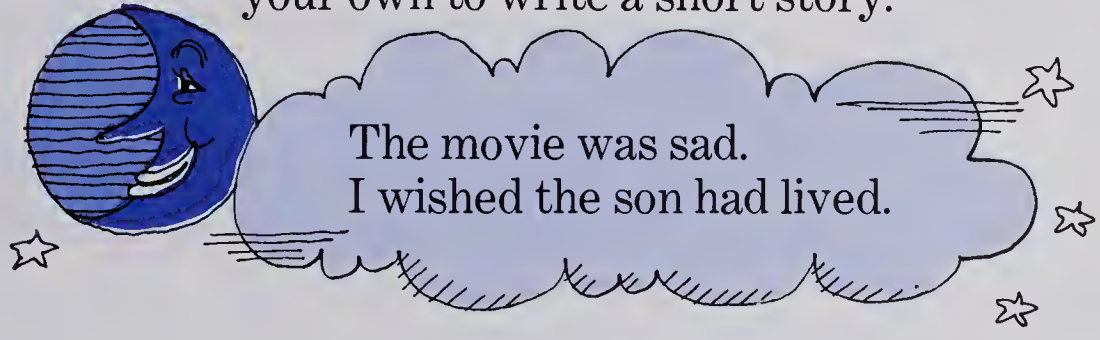
5. Write a homophone for each of these words.

   through sun blew ☆

6. Proofread Spelling Bee's sentences. Rewrite only the sentences in which you found mistakes.

1. His parens mooved to the city.
2. The movie is about the twelve sons.
3. These pictures are speshal.
4. Will you please move that blue coat?
5. Its true that he thrue your book away.

7. Read these sentences. Add some sentences of your own to write a short story.



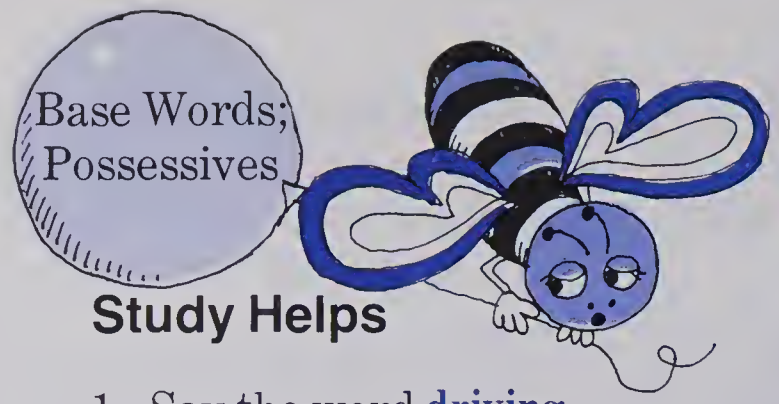
Proofread your story.
Use the dictionary to check any spelling you're not sure about.

Unit Test

Say each word softly to yourself as you write it. Think about the sounds and the letters. Try to spell every word correctly.
Record your score.

34

Base Words; Possessives



standing
driving
waited
married
living
nothing
bird's
man's
month
number
paw
easy
tired
decided

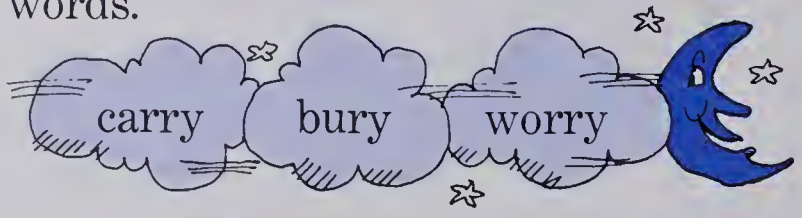
Pretest

How many words did you get right on this test?
Look at your misspelled words to see why and where you went wrong.

Study Helps

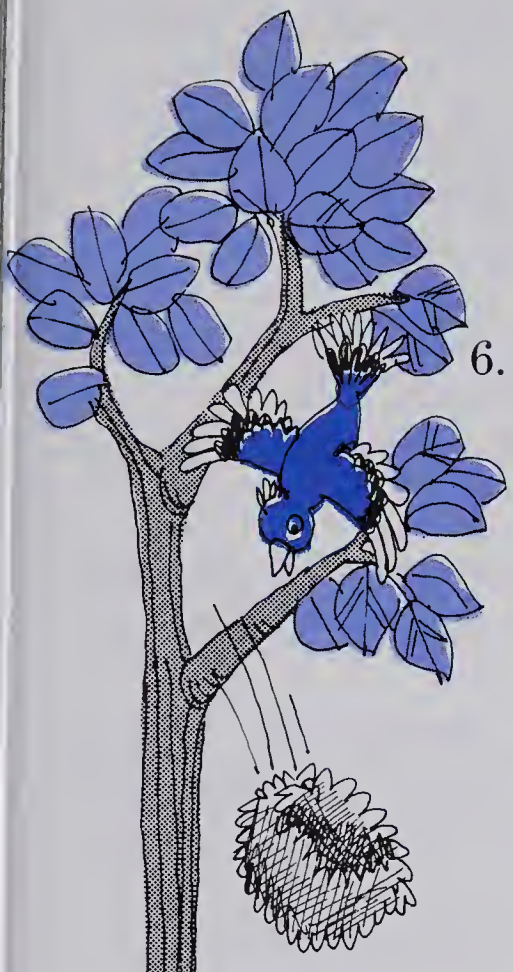
1. Say the word **driving**.
   Write its base word.
   Add the ending **ing** to the base word.
   How did you change the base word before you added the ending?
   Write the base words of these words.
   standing **decided** **living** **waited** **tired**

2. Write the word **marry**.
   Add the **ed** ending to marry.
   How did you change the base word before you added the ending?
   Add the endings **ed** and **ing** to each of these words.



3. Say the word **decided**.
   How many syllables are there?
   Do you hear a vowel sound in each syllable?
   Write the base word of decided.

4. Say and write the word **easy**.
   How many syllables are there in this word?
   What vowel sound do you hear in each syllable?
   In each syllable, circle the letter or letters that spell the vowel sound.



5. Say and write the word **month**.
What vowel sound do you hear?
Circle the letter that spells /u/.
What is the final sound you hear?
What two letters spell this sound?

Write another list word that has / TH / and in which /u/ is spelled **o**.

6. Read these sentences.

The dog belonging to that man is barking.
That man's dog is barking.

Which sentence sounds better?
We usually use an apostrophe and **s**—'s—to show that something belongs to someone or to something else.

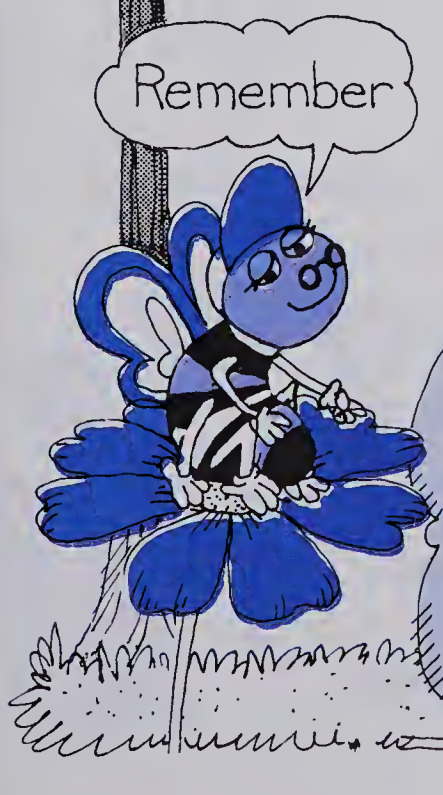
Rewrite this sentence using 's with one word.

The nest belonging to the bird fell off the tree.

Notice that you change the order of nest and bird.

7. Say the word **paw**.
What vowel sound do you hear?
What letters spell /o/?
Say and write these words. Listen for /o/.

law claw draw flaw



When base words end in **e**, we usually drop the **e** before adding **ed** or **ing**.

When base words end in **y**, usually the **y** is changed to **i** before adding **ed**.

We use 's to show that something belongs to something else or someone as in dog's paw.

Extending Your Spelling Skills

1. Add the endings **ed** and **ing** to each of these base words.

decide	marry	wait	laugh
tire	live	spell	move
curl	dream	dress	race

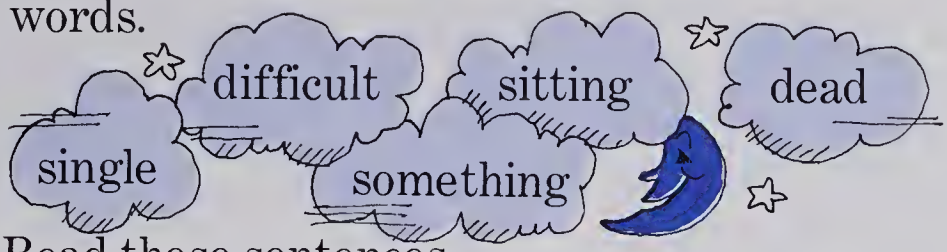
2. Rewrite these sentences using an apostrophe and s to replace "belonging to." Remember you will have to change the order of two words.
   1. The hat belonging to the girl is on the floor.
   2. The paw belonging to the dog has a thorn in it.
   3. The castle belonging to the giant was huge.
   4. The pages of the book were torn and dirty.
   5. The dress belonging to my mother is red.

3. Write the base words of these words.

tired	making	married
laughing	coming	living
waited	decided	standing
chased	taking	scored

4. Write words for each picture that tell what belongs to the person or thing.

5. Write words that mean the opposites of these words.



6. Read these sentences.

Let us **wait** here.
Yesterday I **waited** only a few minutes.

Notice that we add the ending **ed** to most words to show that we did something "in the past."

But a few words change their sounds and their spellings.
Read these sentences and look at the underlined words.

The bird can **fly**.
The birds all **flew** away.

Which underlined word shows the past form?

Find a word in Box B that is the past form of the word in Box A.
Write the pairs of words in your book, like this:

stand — stood

A		B	
stand	win	made	came
make	think	flew	did
tell	build	stood	told
fly	come	won	thought
do		built	

Unit Test

How many words did you spell correctly on this test?
What words did you still find hard?
Add these difficult words to your special study list.

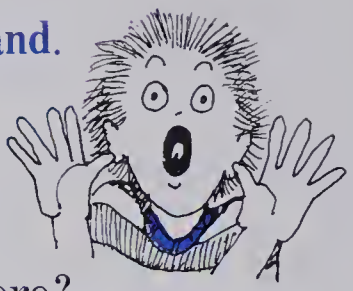
35

island
ghost
aunt
wrong
sign
frightened
tonight
months
ocean
garbage
we'll
such
won
until

Pretest

How many words did you get right on this test?
Add the words you found hard to spell to your special study list.

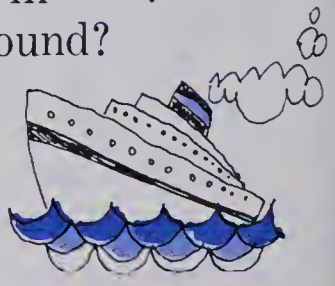
Study Helps



1. Say and write the word **island**.
   Circle each syllable.
   What is the first syllable?

2. Write the word **frightened**.
   How many syllables are there?
   What letters spell /ī/ in the first syllable?
   Write the other list word in which /ī/ is spelled **igh**.
   Write more words that spell /ī/ with **igh**.
   Some of them are: high bright sight

3. What vowel sound do you hear in **aunt**?
   What letters spell this vowel sound?
   Write the word.



4. Say and write the word **ocean**.
   Notice that you say (ō′ shən).
   What letters spell /sh/?
   Use your study method to help you learn to spell this word.

5. Find list words that rhyme with these words.
   Remember that rhyming parts sound the same but may have different spellings.

pant	mine	kite
lotion	one	much

6. Say the picture word.
   Do you hear /g/?

   What vowel sound do you hear?

   Write **sign**.
   What letter must you remember?

   You sign a letter with a signature.
   Look at the pronunciation:

   (sig′ nə chər)

   Do you hear /g/ in signature?

7. Say the picture word. Write it.
   What is the first consonant sound?
   What two letters spell this sound?

8. Say the word **wrong**. Write it.
   What letters spell /r/?

   Write these words: write wrap wring

9. Say and write **garbage**.
   What two sounds does **g** spell in this word?

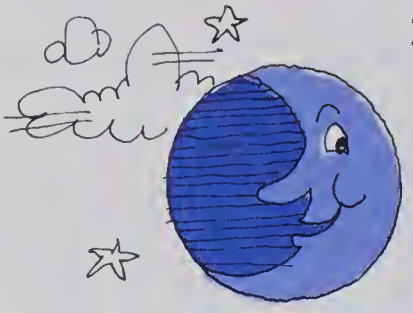
   Remember when **g** spells /j/ at the end of a word, it is usually followed by **e**.

Extending Your Spelling Skills

1. Your teacher will dictate these sentences.

> 1. My aunt said that there was a ghost on the island.
> 2. We'll cross the ocean in two months.
> 3. He frightened me tonight.
> 4. It's wrong to throw garbage on the streets.
> 5. We won't see the sign until we turn the corner.

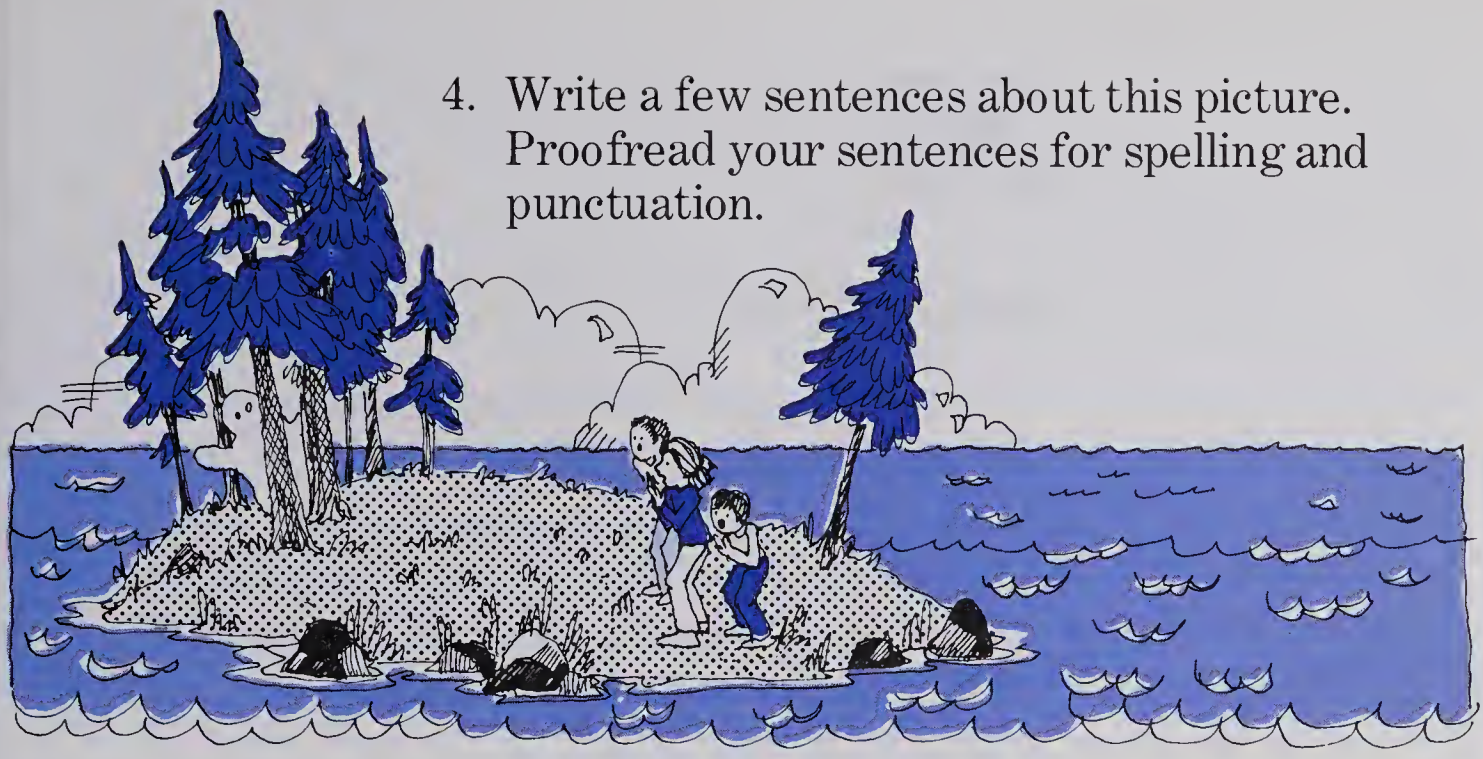
Proofread your sentences for spelling and punctuation.



2. Copy these /ī/ words in your book. Complete these /ī/ words with either "**i**-consonant-**e**" or **igh**.

m____	fr____tened
del____t	s____ed
l____t	k____
ton____t	br____t

3. Use these clues to write list words.
   1. a huge body of water
   2. scared
   3. your mother's or father's sister
   4. twelve of them in a year
   5. a piece of land completely surrounded by water
   6. opposite of <u>right</u>
   7. to put one's name on something
   8. the opposite of <u>lost</u>
   9. a contraction for <u>we will</u>



4. Write a few sentences about this picture.
   Proofread your sentences for spelling and punctuation.

5. Read these pronunciations.
   Write each word the way it is spelled.

(wun)	(sīn)	(ant)
(gōst)	(ī′ lənd)	(ō′ shən)
(gär′ bij)	(tə nīt′)	(frīt′ ənd)

6. Answer each of these questions with a complete sentence.
   Use the word at the end of the question.
   1. What happened to you? (frightened)
   2. Why are you doing that work again? (wrong)
   3. What would you like to do? (ocean)
   4. Where are you going? (garbage)
   5. What are the women going to do with that big board? (sign)
   6. Where did you get the ghost puppet? (won)

Unit Test

How many words did you get right on this test?
Compare the results of this test with your pretest results.
Record your score.

36

Looking Back

1. Check the list of words you misspelled in Units 31—35.

   For each misspelled word:
   (a) Say the word.
   (b) Decide whether the word is spelled differently from what the sound of the word suggests.
   (c) Write the words that have spellings that are different from what you expect from the sounds of these words.
   (d) Write each of the words that you find really hard on separate cards.
   (e) Use one of your study methods to work on these words.

2. Add the endings **ed** and **ing** to each of these base words.

marry	wait	frighten	allow
sound	tire	decide	turn
count	present	live	move

3. Complete these /ou/ words with either **ou** or **ow**.

f__ntain	ab__t	all__ed
sh__t	fl__er	pl__gh
cl__d	sh__er	s__nd
c__nt	m__ntain	cr__d

4. Say these words.
Write only those words in which you hear /ou/.

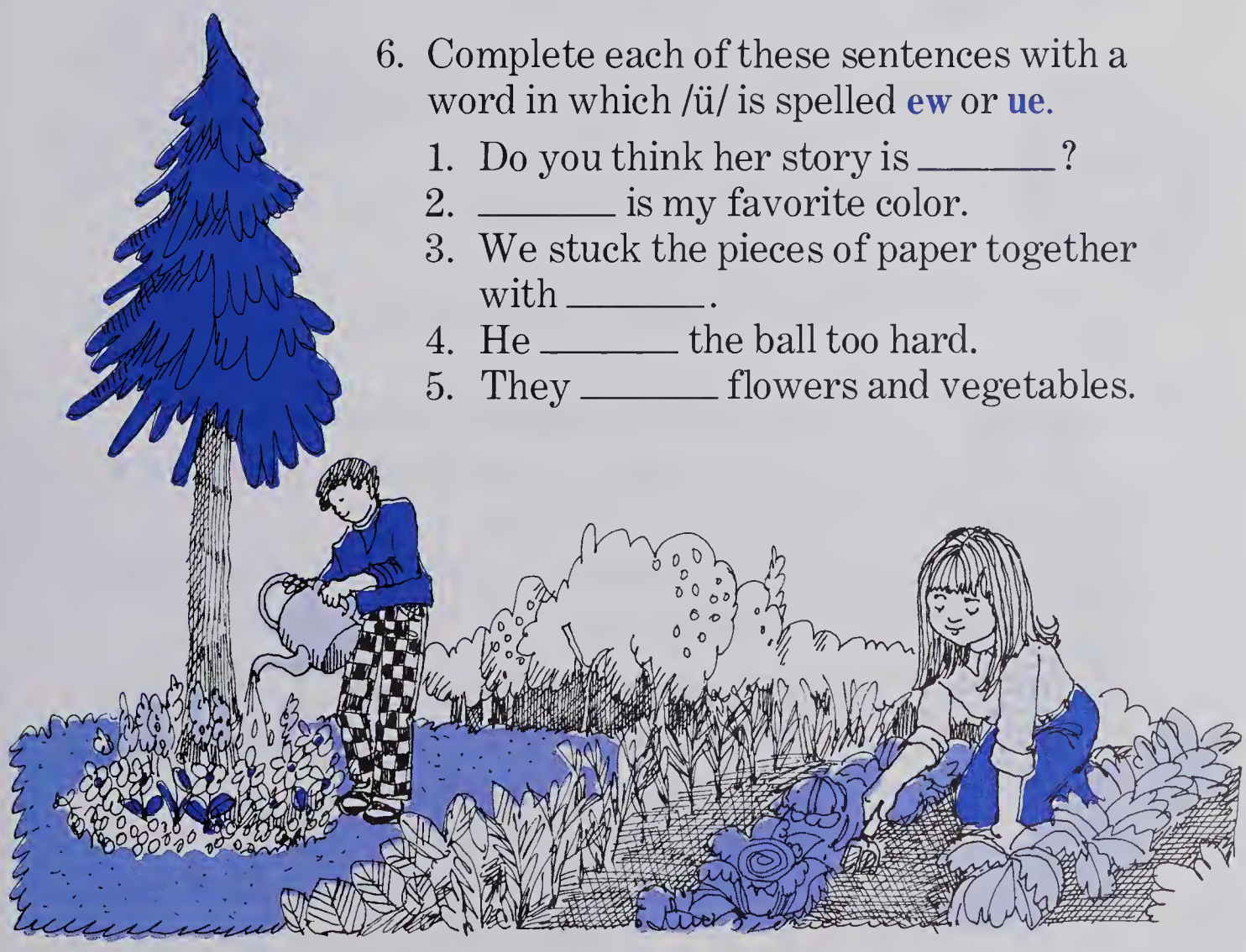
should	how	blow
now	throw	count
flow	course	town
clown	would	show
crow	allowed	snow

5. These list words are written according to their sound symbols. Say them carefully and then write them the way they are spelled.

(jī′ ənt) (fôrt) (ō′ shən) (sound) (mun ŦH)
(müv) (shu̇d) (spesh′ əl) (mēt) (rong)
(sīn) (gōst) (ī′ lənd) (gär′ bij) (kloz′ it)

6. Complete each of these sentences with a word in which /ü/ is spelled **ew** or **ue.**

1. Do you think her story is _____?
2. _____ is my favorite color.
3. We stuck the pieces of paper together with _____.
4. He _____ the ball too hard.
5. They _____ flowers and vegetables.



7. Rewrite the underlined part in each sentence by using 's.
Remember you will have to put words in a different order.

The song of the bird was loud and clear.
The car belonging to the man was stolen.
The boat belonging to my uncle sank in the river.
The fur of the rabbit changes color.

8. Write the base word of each of these words.

suddenly	allowed	frightened
others	moved	parents
sold	decided	standing
driving	married	tired

9. Read each sentence. Look at the underlined word. Find the word in the *Mini-Dictionary*. Write the meaning.
   1. The little scamp shut the door on my finger.
   2. The walls of the old fort were tumbling down.
   3. Alexa had a good idea for the party.
   4. The sign for the zoo had a picture of a panda on it.
   5. We decided to live in a house beside the ocean.

10. Rewrite the sentences below using the correct spellings for the words in pronunciation symbols.
    1. Her (fėr) coat kept her warm.
    2. Who would like another piece of (mēt)?

3. They walked (thrü) the gate.
4. The mother brought her (sun).
5. The wind (blü) the grey clouds away.
6. He met his (ant) in the shop.
7. May I have (wun) ball, please?

11. Proofread Spelling Bee's story. Write the words that are misspelled. Be sure to spell them correctly.

Won day I decided to go to a movee. When I got there, I waited and waited. There were many people standing in line. The sine said, "Wait until the frist show is over." Sudenly the line began to move. I got to the ticket window. I put my hand in my pocket. Nothing! The lady said, "What's rong?" I said, "Oh, oh! I forgot my money!"

Basic Word List 4

able
about
across
adventure
again
alive
allowed
alone
an
answer
anybody
anymore
apple
art
aunt

bar
bark
barrel
bat
bath
bats
beautiful
beaver
became
because
being
believe
beside
bet
bigger
biggest
bikes
bird's
blossom
blow
blue
boats
born
boss
both
bottom
broken
brothers
bug
build
building
built
bush
bushes
busy
buttons
buzz

cabin
cage
calf
camp
Canada
caught
change
chased
cherries
cherry
chest
chicken
chief
chipmunk
chirp
church
city
climbing
clock
close
closed
closer
closet
clouds
club
coffee
colors
colt
coming
count
couple
course
cousin
cousins
cowboys
crash
creek
cricket
cry
cub
cuckoo
cup
cupboard

dead
decided
deep
die
different
dinosaur
does
doesn't
doing
donkey
downstairs
dream
dreamed
dress
dressed
drink
drive
driving
drove
ears
early
easy
eight
else
enough
everyone
except

faced
falling
favorite
feel
finally
finger
first
flew
forgot
fort
free
Friday
friend
frightened
frog
full
fur

garbage
ghost

giant
girl
God
goes
goose
grandfather
grandmother
grew
guns
guy
guys

ha
had
hate
having
hear
heard
heaven
hello
hi
hid
hike
hockey
holes
holiday
hop
hotel
hour
hours
houses

hunt
hunting

ice
idea
Indian
interesting
invisible
island
it's

jail
jewels
job
jungle

kids
kitchen
knew
know

late
laughed
laughing
learned
leave
lesson
life
living
lonely
lucky
lying

making
man's
mare
married
Mars
master
matter
May
meet
mice
miles
minute
minutes
miss
missed
money
month
months
mothers
mountain
move
moved
movie
moving
Mr.
Mrs.
mud

nails
need
nest
net

newspaper
nineteen
nobody
noise
nothing
number

ocean
o'clock
off
orange
others
own
owned
owner

paint
paper
parents
part
passed
past
paw
people
period
person
picnic
picture
pictures
piece
pink

places
plane
plants
playground
please
poem
police
policeman
ponies
popcorn
present
presents
princess
pull
pup
pups
purple
pushed

racing
raining
rainy
reading
ready
remember
rest
rich
robins
rocket
rocks
rode

rope
roses
rubbing
running

safe
said
sand
saved
saying
says
scamp
science
scored
sea
secret
sent
shark
sheep
she's
shoot
shop
should
shut
sign
sisters
sit
sitting
sleeping
smart
smile

sold
somebody
someone
son
songs
sorry
sound
space
special
squirrel
stairs
standing
star
started
stayed
steps
stick
stole
stone
stopped
storm
stranger
stuffed
such
sudden
suddenly
suit
sunny
surprise
surprised
swam

takes
taking
talking
tall
tanks
tea
teach
thank
that's
their
then
there
these
they
they're
think
thinking
third
thirty
threw
through
tie
tied
till
tired
told
tonight
too
trout
true
trying

turn
turned
twelve
twenty

uncle
until
upstairs
used

visit

wait
waited
wall
war
warm
watch
watched
watching
weather
weeks
we'll
went
were
we're
west
wet
whale
where
which

wide
wishes
won
wonder
won't
wore
wouldn't
write
wrong

yard
you're

Mini-Dictionary

Full pronunciation key

a	hat, cap	**o**	hot, rock
ā	age, face	**ō**	open, go
ä	father, far	**ô**	order, all
		oi	oil, voice
		ou	house, out
b	bad, rob		
ch	child, much		
d	did, red	**p**	paper, cup
		r	run, try
		s	say, yes
e	let, best	**sh**	she, rush
ē	equal, be	**t**	tell, it
ėr	term, learn	**th**	thin, both
		ŦH	then, smooth
f	fat, if		
g	go, bag	**u**	cup, butter
h	he, how	**u̇**	full, put
		ü	rule, move
i	it, pin		
ī	ice, five	**v**	very, save
		w	will, woman
		y	young, yet
j	jam, enjoy	**z**	zero, breeze
k	kind, seek	**zh**	measure, seizure
l	land, coal		
m	me, am		
n	no, in	**ə**	represents:
ng	long, bring		a in about
			e in taken
			i in pencil
			o in lemon
			u in circus

a·ble (ā′bəl) **1** having power or skill: *Little children are able to walk, but they are not able to earn a living.* **2** skilful; competent: *She is an able teacher.*

a·bout (ə bout′) **1** of or having to do with: *This is a story about horses.* **2** nearly; almost: *He has about finished his work.* **3** around: *A collar goes about the neck. Look about and tell me what you see.*

a·cross (ə kros′) from one side to the other of; over: *The cat walked across the street.*

ad·ven·ture (ad ven′chər) **1** a bold and difficuilt undertaking, usually exciting and somewhat dangerous: *A hunter of tigers has many adventures.* **2** an unusual experience: *The trip to Quebec City was an adventure for us.*

a·gain (ə gen′ or ə gān′) another time; once more: *Come again to play. Say that again.*

a·live (ə līv′) **1** living: *Was the snake alive or dead?* **2** active; lively; brisk.

al·low (ə lou′) **1** let; permit: *Mrs. Smith allows her children to go swimming alone. Dogs are not allowed on buses.* **2** give; let have: *She is allowed 50 cents a day for lunch at school.*

a·lone (ə lōn′) **1** apart from other persons or things: *One tree stood alone on the hill.* **2** without anyone else.

an·swer (an′sər) **1** speak or write words in return to a question: *I asked him a question, but he would not answer.* **2** words spoken or written in return to a question: *The boy gave a quick answer.* **3** a gesture or act in return: *A nod was her only answer.* **4** act in return to a call, signal, etc.; respond: *He knocked on the door, but no one answered.* **5** a solution to a problem: *What is the correct answer?*

an·y·bod·y (en′ē bud′ē or en′ē bod′ē) any person; anyone: *Has anybody been here?*

ap·ple (ap′əl) **1** the firm, fleshy fruit of a tree widely grown in temperate regions: *Apples are usually red, yellow, or green, and are eaten either raw or cooked.* **2** the tree the fruit grows on.

art (ärt) drawing, painting, or sculpture.

aunt (ant) **1** a sister of one's father or mother. **2** the wife of one's uncle.

☛ The pronunciation (ant) is usual in Canada, but (änt) is common in New Brunswick and parts of Nova Scotia.

bar (bär) **1** an evenly shaped piece of some solid, longer than it is wide or thick: *a bar of iron, a bar of soap, a bar of chocolate.* **2** a pole or rod put across a door, gate, window, etc. to fasten or shut off something.

bark[1] (bärk) the tough outside covering of the trunk, branches, and roots of trees.

bark[2] (bärk) **1** the short, sharp sound a dog makes. **2** a sound like this: *the bark of a fox, a gun, or a cough.* **3** make this sound or one like it: *The dog barked.*

A barrel

bar·rel (bar′əl or ber′əl) a container with round, flat ends and slightly curved sides: *Barrels are usually made of boards held together by hoops.*

bat[1] (bat) **1** a specially shaped wooden stick or club, used to hit the ball in baseball, cricket, etc. **2** hit with a bat; hit: *He bats well. I batted the balloon over to him with my hand.* **3** a turn at batting: *Lynn, you are next at bat.* **4** a stroke; blow.

A little brown bat — about 9 cm long; wingspread about 35 cm

bat[2] (bat) a flying animal that resembles a mouse with skinlike wings: *Bats fly at night and most of them feed on insects.*

bath (bath) **1** a washing of the body. **2** the water, towels, etc. for a bath: *Your bath is ready.* **3** a tub, a room, or other place for bathing: *The house had no bath, so we had one built.* **4** give a bath to: *Mother baths the baby every day.* **5** take a bath: *He always baths at night.*

beau·ti·ful (byü′tə fəl) very pleasing to see or hear; delighting the mind or senses: *a beautiful picture, beautiful music.*

A beaver — about 75 cm long without the tail; tail about 30 cm long and 16 cm wide

bea·ver (bē′vər) a soft-furred animal that has a broad, flat tail and feet adapted to swimming: *The beaver has been a Canadian emblem for over two hundred years. Beavers live both in water and on land.*

be·cause (bi koz′ or bi kôz′) for the reason that; since: *Most boys play ball because they enjoy the game. Because we were very late, we ran.*

be·lieve (bi lēv′) **1** think something is true or real: *We all believe that the earth is round.* **2** think somebody tells the truth: *His friends believe him.* **3** have faith; trust: *believe in God. A person has to believe in his friends.* **4** think; suppose: *I believe we are going to have a test.* **be·lieved, be·liev·ing.**

bet (bet) **1** promise to give some money or a certain thing to someone if he is right and you are wrong: *I bet you a nickel I won't pass this test.* **2** a promise or pledge to give some money or a certain thing to someone if he is right and you are wrong: *I made a bet that I wouldn't pass.*

big (big) **1** great in amount or size; large: *a big room, a big book. An elephant is a big animal. Dogs are bigger than mice.* **2** grown up: *You are a big girl now.* **3** important: *This is big news.* **big·ger, big·gest.**

bike (bīk) *Informal.* bicycle.

bird (bėrd) an animal that lays eggs and has wings, two legs, and a body covered with feathers: *Most birds can fly.*

blos·som (blos′əm) **1** a flower, especially of a tree or other plant that produces fruit: *apple blossoms.* **2** the time of flowering; an early stage of growth: *a cherry tree in blossom.* **3** have flowers; open into flowers: *Pansies blossom throughout the summer.*

blow[1] (blō) a hard hit; a knock; stroke: *He struck the man a blow that knocked him down.*

blow[2] (blō) **1** send forth a strong current of air: *Blow on the fire or it will go out.* **2** move as a current of air: *The wind blew gently.*

blue (blü) **1** the color of the clear sky in daylight. **2** having this color. **3** sad; discouraged: *I felt blue when I failed.*

boat (bōt) a small, open vessel for travelling on water, such as a motorboat or a rowboat.

born (bôrn) brought into life; brought forth: *A baby born on Sunday is supposed to be lucky.*

boss (bos) *Informal.* **1** a person who hires workers or watches over and directs them; foreman; manager. **2** give orders to: *He likes to boss people.*

bot·tom (bot′əm) **1** the lowest part: *The berries at the bottom of the basket were crushed.* **2** the part on which anything rests: *The bottom of that glass is wet.* **3** the ground under water: *the bottom of the sea.*

break (brāk) **1** make come to pieces by a blow or pull: *Baby has broken her doll.* **2** come apart; crack; burst.

bro·ken (brō′kən) See **break.** *The window was broken by a ball.*

bug (bug) **1** an insect without wings or with a front pair of wings thickened at the base, and having a pointed beak for piercing and sucking. **2** any insect or animal somewhat like an insect: *Ants, flies, and spiders are often called bugs.*

build (bild) make by putting materials together; construct: *Men build houses and ships.*

build·ing (bil′ding) something built: *Barns, houses, sheds, factories, and hotels are all buildings.*

built (bilt) See **build.** *The bird built a nest.*

bush (bůsh) **1** a woody plant smaller than a tree, often

with many separate branches starting from or near the ground. **2** open forest or wild land: *He disliked towns after living in the bush for many years.*

bus·y (biz′ē) **1** working; active; having plenty to do: *Mother is a busy person.* **2** full of work or activity: *Main Street is a busy place. Holidays are a busy time.*

but·ton (but′ən) **1** a knob or a flat piece of metal, plastic, etc. fixed on clothing and other things, to hold parts together or to decorate. **2** fasten the buttons of; close with buttons: *We buttoned our coats when the rain began.* **3** a knob or disk that is pushed, turned, etc. to cause something to work: *Push that button to start the machine.*

buzz (buz) the humming sound made by flies, mosquitoes, or bees.

cab·in (kab′ən) **1** a small, roughly built house; hut. **2** a room in a ship: *Our family had two cabins for the voyage to Europe.* **3** a place for passengers in an aircraft.

cage (kāj) **1** a frame or box closed in with wires or bars: *At the zoo there are many cages for wild animals and birds.* **2** put or keep in a cage: *After the lion was caught, it was caged.*

calf (kaf) **1** a young cow or bull. **2** a young elephant, whale, deer, etc.: *The children saw the new seal calves at the zoo.*

camp (kamp) **1** a group of tents, huts, or other shelter where people live for a time: *A marching army usually makes camp every night.* **2** make a camp; put up tents, huts, or other shelters and stay for a time: *We camped out for a week.* **3** a place where one lives in a tent or hut or outdoors.

catch (kach) take and hold something moving; seize; trap; capture: *Catch the ball with both hands. The cat catches mice. The policeman caught the thief.*

caught (kot or kôt) See **catch.** *He caught the ball.*

change (chānj) **1** make different; become different: *She changed the room by painting the walls white. He had changed since they had seen him last.* **2** put something in place of another; take in place of: *change dirty clothes for clean ones. I changed seats with my brother.* **3** get or give small units of money that equal a larger unit: *Can you change a dollar bill for ten dimes?*

chase (chās) follow after to catch or kill; hunt: *The cat chased the mouse.*

cher·ry (cher′ē) **1** a small, round, juicy fruit having a pit in the centre: *Cherries are good to eat.* **2** the tree it grows on. **3** bright red: *cherry ribbons.* **cher·ries.**

chest (chest) **1** the part of a person's or an animal's body enclosed by the ribs. **2** a large box with a lid, used for holding things: *a linen chest, a tool chest.* **3** a piece of furniture with drawers.

chick·en (chik′ən) **1** a young hen or rooster. **2** any hen or rooster. **3** the flesh of a chicken, used as food.

chief (chēf) **1** the head of a group; leader; the person highest in rank or authority: *A fire chief is the head of a group of firefighters.* **2** the head of a tribe or clan.

hat, āge, fär; let, ēqual, tėrm; it, īce
hot, ōpen, ôrder; oil, out; cup, pụt, rüle
əbove, takən, pencəl, lemən, circəs
ch, child; ng, long; sh, ship
th, thin; ŦH, then; zh, measure

chip·munk (chip′mungk) a small, striped North American ground squirrel.

☛ **Chipmunk** comes from a North American Indian word meaning 'headfirst.' The word was originally applied to the red squirrel from its way of going down a tree trunk.

chirp (chėrp) **1** the short, sharp sound made by certain small birds and insects. **2** make a chirp.

church (chėrch) a building for public, especially Christian, worship: *We walked past the church.*

cit·y (sit′ē) a town of more than a certain size or level of importance: *Montreal and Toronto are the largest cities in Canada.*

climb (klīm) **1** go up: *to climb a hill, to climb a ladder.* **2** grow up: *A vine climbs by twining about a support of some kind.*

clock (klok) an instrument for measuring and showing time: *A clock is not made to be carried about.*

close[1] (klōz) **1** shut: *Close the door. The sleepy child's eyes are closing.* **2** bring together: *Close the ranks of the troops.* **3** come together. **4** come or bring to an end: *The meeting closed with a speech by the president.* **closed, clos·ing.**

close[2] (klōs) with little space between: *The buildings were huddled close.*

clos·et (kloz′it) a small room or large cupboard used for storing things: *There is another coat in the closet.*

cloud (kloud) a white, grey, or almost black mass in the sky, made up of tiny drops of water or ice particles: *Sometimes when it rains, the sky is completely covered with dark clouds.*

club (klub) **1** a heavy stick of wood, thick at one end, used as a weapon. **2** a stick or bat used in some games to hit a ball: *golf clubs.* **3** beat or hit with a club or something similar. **4** a group of people joined together for some special purpose: *a tennis club, a yacht club, a nature-study club.*

cof·fee (kof′ē) dark-brown drink or flavoring made from the roasted and ground beans of a tall, tropical shrub.

col·or or **col·our** (kul′ər) red, yellow, blue, or any combination of them: *She never wears colors, but always dresses in black or white.*

colt (kōlt) a young horse, donkey, etc., especially a male horse under four or five years old.

count[1] (kount) **1** name numbers in order: *The child can count to ten.* **2** add up; find the number of: *He counted the books and found there were fifty.*

count[2] (kount) a European nobleman having a rank about the same as that of a British earl.

cou·ple (kup′əl) two things of the same kind that go together; a pair.

course (kôrs) **1** an onward movement: *the course of events. She gets little rest in the course of her daily work.* **2** a direction taken: *Our course was straight to the north.* **3** a line of action: *The only sensible course was to go home.*

of course, a as might be expected; needless to say; naturally: *Of course it will rain on the weekend.* **b** certainly; without question: *Of course I'll do it.*

cous·in (kuz′ən) the son or daughter of one's uncle or aunt: *First cousins have the same grandparents; second cousins have the same great-grandparents.*

cow·boy (kou′boi′) a man who looks after cattle on a ranch and on the range.

crash (krash) **1** a sudden, loud noise like many dishes falling and breaking, or like sudden, loud band music. **2** make such a noise: *The thunder crashed.* **3** fall, hit, or break with force and a loud noise: *The dishes crashed to the floor.*

creek (krēk or krik) **1** *Cdn.* a small freshwater stream. **2** a narrow bay running inland for some distance from the sea.

crick·et[1] (krik′it) a black insect related to the grasshopper: *On a summer evening crickets can often be heard chirping merrily.*

crick·et[2] (krik′it) an outdoor game played by two teams of eleven players each, with ball, bats, and wickets.

cry (krī) **1** call loudly: *He cried, 'Help!'* **2** a loud call; a shout: *We heard the drowning man's cry for help.* **3** make a noise from grief or pain, usually with tears.

cub (kub) **1** a young bear, fox, wolf, lion, etc. **2** a boy who belongs to the Wolf Cubs.

cuck·oo (kůk′ü) a bird whose call sounds much like its name: *The common European cuckoo lays its eggs in the nests of other birds instead of hatching them itself.*

cup·board (kub′ərd) **1** a closet or cabinet with shelves for dishes and food supplies. **2** a closet for storing clothing and other things.

dead (ded) no longer living; that has died: *The flowers in my garden are dead.*

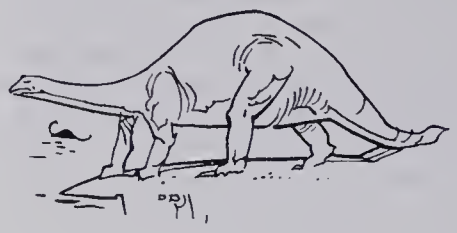
de·cide (di sīd′) **1** settle: *Let us decide the question by tossing a coin.* **2** give judgment: *Mother decided in favor of a small car.*

de·cid·ed (di sīd′id) definite; unquestionable: *The home team had a decided advantage.*

deep (dēp) **1** going a long way down from the top or surface: *The ocean is deep here. The men dug a deep well to get pure water.* **2** far down; far on: *The men dug deep before they found water.*

die (dī) **1** stop living; become dead. **2** lose force or strength; come to an end; stop: *The music died away. The motor sputtered and died.*

dif·fer·ent (dif′rənt or dif′ər ənt) **1** not alike; not like: *People have different names. An automobile is different from a cart.* **2** not the same; separate; distinct: *We called three different times but never found her at home.*

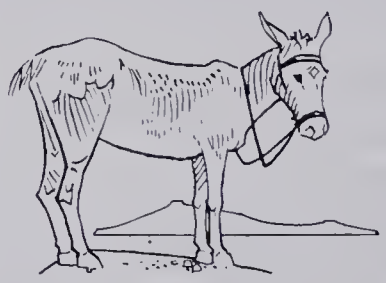


A dinosaur — about 22 m long

di·no·saur (dī′nə sôr′ or din′ə sôr′) any of a group of extinct reptiles: *Some dinosaurs were bigger than elephants; others were smaller than cats.*

do (dü) carry through to an end any action or piece of work; carry out; perform: *Do your work well.* **does, did, done, do·ing.**

does·n't (duz′ənt) does not.



A donkey — usually about 1 m high at the shoulder

don·key (dong′kē) **1** one of several kinds of tame or wild four-footed animal related to the horse, but smaller, and having larger ears, a shorter neck and mane, and smaller hooves than a horse. **2** a stubborn person; a silly or stupid person: *Don't be such a donkey!*

down·stairs (doun′sterz′) **1** down the stairs: *Bill slipped and tumbled downstairs.* **2** on or to a lower floor: *I went downstairs for breakfast. The downstairs rooms are dark.* **3** the lower floor or floors: *He lived in the downstairs of the house.*

dream (drēm) **1** something thought, felt, seen, or heard during sleep. **2** something unreal, like a dream: *The boy had dreams of being a hero.* **3** think, feel, see, or hear during sleep; have dreams: *He dreamed he was a Mountie.* **4** have daydreams; form fancies: *The girl dreamed of being a famous scientist.*

drink (dringk) **1** swallow anything liquid, such as water or milk: *The boys drink milk for breakfast.* **2** anything liquid swallowed to make one less thirsty.

drive (drīv) **1** make go; cause to move: *Drive the dog away. He drove the cow out of the barn.* **2** a trip, usually short, taken in a car or other vehicle: *a Sunday drive.* **drove, driv·en, driv·ing.**

drove (drōv) See **drive.** *We drove twenty miles.*

hat, āge, fär; let, ēqual, tėrm; it, īce
hot, ōpen, ôrder; oil, out; cup, pu̇t, rüle
əbove, takən, pencəl, lemən, circəs
ch, child; ng, long; sh, ship
th, thin; ŦH, then; zh, measure

ear (ēr) 1 the part of the body by which people and animals hear. 2 the sense of hearing.

ear·ly (ėr′lē) 1 near the beginning: *his early years, (adj.). The heroine appears early in the book (adv.).* 2 that happens or arrives before the usual, normal, or expected time: *an early dinner, an early spring.* 3 before the usual or expected time: *Please come early.*

eas·y (ēz′ē) 1 not hard to do or get: *an easy lesson.* 2 free from pain, discomfort, trouble, or worry: *an easy life.*

else (els) 1 other; different; instead: *Will somebody else speak? What else could I say?* 2 differently: *How else can he act?* 3 (usually following *or*) otherwise; if not: *You must hurry, or else you'll miss the bus.*

e·nough (i nuf′) 1 as many as needed: *Are there enough seats for all?* 2 as much as is wanted or needed: *Has he had enough to eat?*

eve·ry·one or **every one** (ev′rē wun′ or ev′rē wən) each one; everybody: *Everyone took his books home.*

ex·cept (ek sept′) leaving out; other than: *He works every day except Sunday.*

face (fās) 1 the front part of the head: *The eyes, nose, and mouth are parts of the face.* 2 a look or expression: *His face was sad.* 3 an ugly or peculiar look made by twisting or distorting one's face: *The boy made a face at his sister.*

fa·vor·ite or **fa·vour·ite** (fā′vər it or fāv′rit) 1 most liked: *What is your favorite flower?* 2 a person or thing liked better than others; one liked very much: *He is a favorite with everybody.*

feel (fēl) 1 touch: *Feel the cloth.* 2 try to touch; try to find by touching: *He felt in his pocket for a match.* 3 find out by touching: *Feel how cold my hands are.* 4 be aware of: *He felt the cool breeze.*

fi·nal·ly (fī′nəl ē) at the end; at last: *The lost dog finally came home.*

fin·ger (fing′gər) one of the five end parts of the hand, especially the four besides the thumb.

flew (flü) See **fly**[2]. *The bird flew away.*

fly[1] (flī) one of several kinds of insect with two wings: *The common housefly is a great nuisance.*

fly[2] (flī) move through the air with wings: *Some birds fly long distances.*

for·get (fər get′) 1 let go out of the mind; fail to remember: *I couldn't introduce her because I had forgotten her name.* 2 fail to think of; fail to do, take notice, etc.: *She said she would not forget.*

for·got (fər got′) See **forget.** *He was so busy that he forgot to eat his lunch.*

fort (fôrt) a strong building or place that can be defended against an enemy.

free (frē) 1 loose; not fastened or shut up: *The hens were allowed to run free in the yard.* 2 not under another's control; not being a slave. 3 not held back from acting or thinking as one pleases: *free speech, free nations.*

Fri·day (frī′dē or frī′dā) the sixth day of the week, following Thursday.

☛ **Friday** developed from Old English *Frīgedæg,* meaning 'day of Frīg'; Frīg was the Germanic goddess of love.

friend (frend) a person who knows and likes another.

fright·en (frīt′ən) make afraid.

One kind of frog—about 7 cm long

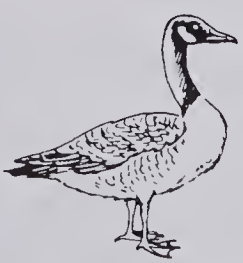
frog (frog) a small, leaping animal with webbed feet that lives in or near water: *Frogs hatch from eggs as tadpoles, which live in the water until they grow legs.*

gar·bage (gär′bij) 1 waste from the kitchen or dining room; scraps of food to be thrown away: *The garbage was wrapped in old newspapers.* 2 trash; rubbish.

ghost (gōst) the spirit of a dead person: *A ghost is supposed to live in another world and appear to living people as a pale, dim, shadowy form.*

gi·ant (jī′ənt) 1 a man of great size or very great power. 2 an imaginary being like a huge man. 3 huge: *a giant potato.*

God (god) in certain religions, the maker and ruler of the universe; the Supreme Being.



A Canada goose—about 85 cm long with the tail

goose (güs) 1 a tame or wild water bird resembling a duck, but larger and having a longer neck: *A male goose is called a gander.* See the picture. 2 the female of this bird. 3 the flesh of this bird used as food. 4 a silly person: *'What a goose you are!'*

grand·fa·ther (gran′fo′ŦHər or grand′fo′ŦHər) 1 the father of one's father or mother. 2 any forefather.

grand·moth·er (gran′muŦH′ər or grand′muŦH′ər) the mother of one's mother or father.

grew (grü) See **grow.** *It grew cold last night.*

grow (grō) **1** become bigger; increase: *His business has grown fast.* **2** live and become big: *Few trees grow in the desert.* **3** cause to grow; raise: *We grow wheat in many parts of Canada.* **4** become: *It grew cold.*

guy (gī) *Slang.* a man; fellow: *Most of the guys were at the party.*

☛ Guy is considered slang, although it is widely used in informal speech. **Guy** comes from *Guy* Fawkes, an Englishman who was hanged for leading an unsuccessful plot to blow up the British king and parliament in 1605. A custom then developed in England of publicly burning a dummy 'guy' at an annual celebration. 'Guy' came to refer to a strange-looking person, and later became a slang term meaning simply 'man.'

ha[1] (ho, hä, or ha) **1** an exclamation of surprise, joy, or triumph: *'Ha! I've caught you!' cried the giant to Jack.* **2** in writing, a way of indicating laughter: *'Ha! ha! ha!' laughed the boys.*

ha[2] hectare.

hate (hāt) **1** dislike very much: *The rebel hated the dictator.* **2** a very strong dislike: *She felt a hate of snakes.*

hear (hēr) perceive or be able to receive sounds through the ear: *The old man could not hear well enough to know what I was saying.*

☛ **Hear** and **here** are pronounced the same.

heard (hėrd) See **hear.** *I heard the noise. The gun was heard two kilometres away.*

☛ **Heard** and **herd** are pronounced the same.

heav·en (hev′ən) in religious use, the place where God and His angels live and where the blessed go after death.

hel·lo (he lō′ or hə lō′) a call or exclamation to attract attention, express a greeting or surprise, etc.: *He said, 'Hello, Bill!'*

hi (hī) a call of greeting; hello.

hid (hid) See **hide.** *The dog hid his bone.*

hide (hīd) **1** put or keep out of sight: *Hide it where no one else will know of it or know where it is.* **2** shut off from sight; cover up: *Clouds hide the sun.* **3** keep secret: *She hid her disappointment.*

hike (hīk) **1** take a long walk; tramp; march: *The scouts hiked in to the hills.* **2** a tramp or march.

hock·ey (hok′ē) a game played on ice by two teams of six players wearing skates and carrying hooked sticks, with which they try to shoot a black rubber disk, the puck, into the opposing team's goal.

hole (hōl) **1** an open place: *a hole in a stocking.* **2** a hollow place in something solid: *Rabbits dig holes in the ground to live in.*

hol·i·day (hol′ə dā′) **1** a day when one does not work; a day for pleasure and enjoyment: *July 1st is a holiday for all Canadians.* **2** vacation.

hop (hop) spring, or move by springing, on one foot: *How far can you hop on your right foot?*

ho·tel (hō tel′) a place where rooms and meals are supplied to the public, especially to travellers, for pay.

hour (our) sixty minutes: *Twenty-four hours make a day.*

house (hous) **1** a building in which people live. **2** a building for any purpose: *a hen house, an engine house.*

hunt (hunt) **1** go after game and other wild animals to catch or kill them for food or sport. **2** the act of hunting: *Our gear for the duck hunt is all ready.* **3** search; seek; look: *to hunt for a lost book.*

ice (īs) **1** water made solid by cold; frozen water. **2** of or having to do with ice. **3** a frozen surface for skating, hockey, curling, etc.

i·de·a (ī dē′ə) **1** a plan, picture, or belief in the mind: *Eating candy and playing with toys are that little child's idea of happiness.* **2** a thought, fancy, or opinion: *She is always ready to express her ideas.*

In·di·an (in′dē ən) **1** a member of the race of people that was living in North and South America before the Europeans came; an American Indian. **2** of or having to do with American Indians: *an Indian camp, Indian blankets, an Indian language.* **3** of, living in, or belonging to India or the East Indies: *Indian elephants, Indian temples, Indian costumes.* **4** a person born in or living in India or the East Indies.

in·ter·est·ing (in′tris ting, in′tər is ting, or in′tər es′ting) arousing interest; holding one's attention: *Stories about travel and adventures are interesting.*

in·vis·i·ble (in viz′ə bəl) not visible; not capable of being seen: *Thought is invisible. Germs are invisible to the naked eye.*

is·land (ī′lənd) a body of land smaller than a continent and completely surrounded by water: *Cuba is a large island. To reach the island, you go on a boat.*

it's (its) **1** it is: *It's my turn.* **2** it has: *It's been a beautiful day.*

jail (jāl) **1** a prison, especially one for persons awaiting trial or being punished for a minor offence. **2** put in jail; keep in jail.

jew·el (jü′əl) **1** a precious stone; gem: *Jewels are worn in pins and other ornaments.* **2** a valuable ornament to be worn, set with precious stones.

job (job) **1** a piece of work: *He had the job of painting the boat.* **2** work done for pay; employment: *Her brother is hunting for a job.* **3** anything a person has to do: *I'm not going to wash the supper dishes; that's your job.*

jun·gle (jung′gəl) wild land thickly overgrown with bushes, vines, trees, etc.: *Jungles are hot and humid regions with many kinds of plants and wild animals.*

hat, āge, fär; let, ēqual, tėrm; it, īce
hot, ōpen, ôrder; oil, out; cup, pụt, rüle
əbove, takən, pencəl, lemən, circəs
ch, child; ng, long; sh, ship
th, thin; ŦH, then; zh, measure

kid[1] (kid) **1** a young goat. **2** the leather made from the skin of a young goat, used for gloves, shoes, etc. **3** *Informal.* child: *The kids went to the circus.*

kid[2] (kid) *Slang.* tease playfully; talk in a joking way: *He's always kidding.*

kitch·en (kich′ən) a room where food is cooked or prepared.

knew (nyü or nü) See **know.** *She knew the right answer.*

☛ **Knew** and **new** are pronounced the same.

know (nō) have the facts of; be skilled in: *He knows arithmetic. An artist must know his art.*

☛ **Know** and **no** are pronounced the same.

late (lāt) after the usual or proper time: *We had a late supper. He worked late.*

laugh (laf) **1** make the sounds and the movements of the face and body that show amusement or pleasure at humor or nonsense, etc.: *We all laughed at the joke.* **2** the act or sound of laughing: *a hearty laugh.*

learn (lėrn) **1** gain knowledge or skill: *Some children learn slowly.* **2** memorize: *She will learn the poem for a recitation at the concert.* **3** find out; come to know: *He learned that ¼ + ¼ = ½.*

leave (lēv) **1** go away: *We leave tonight.* **2** go away from: *They left the room. He has left his home and friends and gone to sea.* **3** stop living in, belonging to, or working at or for: *to leave the country, to leave the Boy Scouts, to leave one's job.*

les·son (les′ən) **1** something to be learned or taught; something that has been learned or taught. **2** a unit of teaching or learning; what is to be studied or taught at one time: *Our math text is divided into 20 lessons.* **3** a meeting of a student or class with a teacher to study a given subject: *She has gone for a piano lesson.*

lie[1] (lī) **1** something said that is not true; something that is not true said to deceive: *Saying his friend stole it was a lie.* **2** speak falsely; tell a lie: *He says that he has never lied, but I think he is lying when he says it.*

lie[2] (lī) **1** have one's body in a flat position along the ground or other surface: *to lie on the grass, to lie in bed.* **2** rest on a surface: *The book was lying on the table.*

life (līf) living or being alive: *People, animals, and plants, all of which grow and reproduce, have life; rocks and minerals do not.*

liv·ing (liv′ing) **1** having life; being alive: *a living plant.* **2** being alive: *The old woman was filled with the joy of living.*

lone·ly (lōn′lē) **1** feeling oneself alone and longing for company or friends: *He was lonely while his brother was away.* **2** without many people: *a lonely road.* **3** alone: *a lonely tree.*

luck·y (luk′ē) **1** having good luck: *He was lucky to win the card game yesterday.* **2** bringing good luck: *a lucky day, a lucky charm.*

ly·ing[1] (lī′ing) **1** the telling of a lie; the habit of telling lies. **2** false; not truthful: *a lying report.* **3** See **lie**[1].

ly·ing[2] (lī′ing) See **lie**[2]. *I'm lying down.*

make (māk) bring into being; put together; build; form; shape: *to make a rag rug, to make a poem, to make a boat, to make a medicine.*

mare (mer) a female horse, donkey, etc.

mar·ry (mar′ē or mer′ē) **1** join as husband and wife: *The minister married them.* **2** take as husband or wife: *James planned to marry Ida.* **3** become married: *She married late in life.*

Mars (märz) **1** the Roman god of war. **2** the planet next beyond the earth: *Mars is the fourth planet in order from the sun.*

mas·ter (mas′tər) a person who rules or commands people or things; an employer; an owner; the one in control; the head of a household, ship, etc.

mat·ter (mat′ər) **1** what things are made of; material; substance: *Matter occupies space.* **2** an affair: *business matters, a matter of life and death.*

May (mā) the fifth month of the year: *May has 31 days.*

☛ **May** came into English through Old French from the Latin name for this month, *Maius,* meaning the month of the goddess Maia.

meet (mēt) **1** come face to face with something or someone coming from the other direction: *Our car met another car on a narrow road.* **2** come together; join: *Two roads met near the church.* **3** keep an appointment with: *Meet me at one o'clock.*

mice (mīs) plural of **mouse.**

mile (mīl) **1** a measure of distance on land equal to 5280 feet (about 1609 metres), called a **statute mile.** **2** a measure of about 6080 feet (1852 metres) used in air and sea navigation, called a **nautical mile.**

min·ute (min′it) **1** one of the 60 equal periods of time that make up an hour; 60 seconds. *Symbol:* min **2** a short time; an instant: *I'll be there in a minute.*

miss[1] (mis) **1** fail to hit: *He fired twice, but both shots missed.* **2** a failure to hit or reach: *to make more misses than hits.* **3** fail to find, get, or meet: *I set out to meet my father, but in the dark I missed him.*

miss[2] (mis) a young unmarried woman or girl.

mon·ey (mun′ē) **1** coins and paper notes for use in buying and selling: *He has five dollars in Canadian money.* **2** wealth: *He is a man of money.*

month (munth) one of the twelve periods of time into which a year is divided.

moth·er (muŦH′ər) **1** a female parent. **2** take care

of: *She mothers her baby sister.* **3** the cause or source

moun·tain (moun′tən) a very high hill: *the Rocky Mountains.*

mouse (mous) any of many kinds of small, usually greyish or brownish gnawing animal, especially the common house mouse: *White mice are a variety of house mouse.*

move (müv) **1** change the place or position of: *Do not move your hand. I'm going to move that chair nearer the window.* **2** change place or position: *The child moved in his sleep.* **3** the act of moving; movement: *If you make a move, the dog will bark.* **moved, mov·ing;**

mov·ie (müv′ē) motion picture.

Mr. or **Mr** (mis′tər) Mister, a title put in front of a man's name or the name of his official position: *Mr. Jackson, Mr. Speaker.*

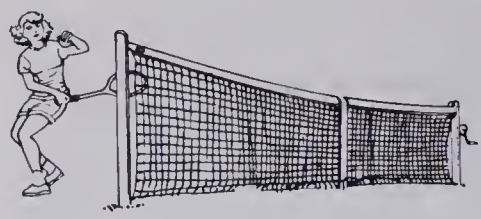
Mrs. or **Mrs** (mis′iz) a title put in front of a married woman's name: *Mrs. Jackson.*

mud (mud) earth so wet that it is soft and sticky: *The earth turned to mud when it rained. Mud covered the bottom of the pond.*

nail (nāl) **1** a small, slender piece of metal to be hammered into or through pieces of wood or other material to hold them together. **2** fasten with a nail or nails.

need (nēd) **1** be in want of; ought to have; be unable to do without: *I need a new hat. Plants need water.* **2** anything wanted or lacking; that for which a want is felt: *In the desert their need was fresh water.*

nest (nest) a structure shaped something like a bowl, built by birds out of twigs, straw, etc. as a place in which to lay their eggs and protect their young.



net (net) **1** an open fabric made of string, cord, thread, or wire, knotted together in such a way as to leave large or small holes regularly arranged: *Veils are made of very fine net.* **2** a piece of netting used for some special purpose: *a fish net, a hair net, a tennis net.*

news·pa·per (nyüz′pā′pər or nüz′pā′pər) a publication consisting of folded sheets of paper printed daily or weekly, as a rule, and containing news stories and pictures, advertisements, and other reading matter, such as editorials, weather reports, comics, and recipes.

no·bod·y (nō′bud′ē or nō′bod′ē) **1** no one; no person. **2** a person of no importance.

noise (noiz) **1** a sound that is not musical or pleasant; loud or harsh sound: *The noise kept me awake.* **2** any sound: *the noise of rain on the roof.*

noth·ing (nuth′ing) **1** not anything: *Nothing arrived by mail.* **2** a thing of no value or importance; a person of no importance: *People regard him as a nothing.* **3** zero. **4** not at all: *She is nothing like her sister in looks.*

num·ber (num′bər) a word that tells exactly how many: *Two, thirteen, twenty-one, fifty, and one hundred are numbers.*

o·cean (ō′shən) **1** the body of salt water that covers almost three fourths of the earth's surface; the sea. **2** any of its five main divisions—the Atlantic, Pacific, Indian, Arctic, and Antarctic oceans.

o'clock (ə klok′) according to a time shown on the clock: *It is one o'clock.*

☛ **O'clock** is a shortening of the older expression *of the clock.*

off (of) **1** from the usual or correct position, condition, etc.: *He took off his hat.* **2** away; at a distance; to a distance: *He went off in his car.* **3** from; away from; far from: *He pushed me off my seat. You are off the road.*

or·ange (ôr′inj) **1** a round, reddish-yellow, juicy fruit that is good to eat: *Oranges grow in warm climates.* **2** the tree it grows on. **3** the color made by mixing red and yellow. **4** of or having this color: *She wore an orange dress.*

oth·er (uŦH′ər) 1 remaining: *Don is here, but the other boys are at school.* 2 additional or further: *I have no other books with me.* 3 not the same as one or more already mentioned: *Come some other day.*

own (ōn) 1 have; possess: *I own many books.* 2 of oneself; belonging to oneself or itself: *This is my own book. She makes her own dresses.*

own·er (ōn′ər) one who owns: *The owner of the dog bought him a collar.*

paint (pānt) 1 a mixture of a solid coloring matter and liquid that can be put on a surface to dry as a colored coating. 2 the solid coloring matter alone: *a box of paints.*

pa·per (pā′pər) a material in the form of thin sheets, made from wood pulp, rags, etc. and used for writing, printing, wrapping packages, and many other purposes: *This book is made of paper.*

par·ent (per′ənt) a father or mother. 2 any animal or plant that produces offspring or seed.

part (pärt) something less than the whole: *He ate part of an apple.*

pass (pas) go by; move past: *The parade passed. We passed the big truck. Many people pass our house every day.*

past (past) 1 gone by; ended: *Summer is past. Our troubles are past.* 2 just gone by: *The past year was full of trouble. For some time past she has been ill.* 3 time gone by; time before: *Life began far back in the past.*

paw (po or pô) 1 the foot of a four-footed animal having claws: *Cats and dogs have paws.* 2 strike or scrape with the paws, hoofs, or feet: *The cat pawed the mouse she had caught.*

peo·ple (pē′pəl) 1 men, women, and children; persons: *There were ten people present.* 2 a race or nation: *the Canadian people, the peoples of Asia.*

pe·ri·od (pēr′ē əd) 1 a portion of time: *He visited us for a short period.* 2 the dot (.) marking the end of most sentences or showing an abbreviation, as in Mr. or Dec. 3 one of the three twenty-minute divisions of a hockey game.

per·son (pėr′sən) a man, woman, or child; a human being: *Any person who wishes may come to the fair.*

pic·nic (pik′nik) 1 a pleasure trip with a meal in the open air. 2 go on such a trip: *Our family often picnics at the beach.*

pic·ture (pik′chər) 1 a drawing, painting, portrait, or photograph; a printed copy of any of these: *That book contains a good picture of him.* 2 a scene: *The trees and brook make a lovely picture.*

piece (pēs) 1 one of the parts into which a thing is divided or broken; a bit: *The cup broke in pieces.* 2 a portion; limited part; small quantity: *a piece of land containing one hectare, a piece of bread.*

pink (pingk) 1 the color made by mixing red and white; light or pale red. 2 of or having this color.

place (plās) 1 a particular part of space: *This is a good place for a picnic.* 2 a city, town, village, district, island, etc.: *What place do you come from?* 3 a building or spot used for some particular purpose: *A church is a place of worship.*

plane[1] (plān) 1 a flat or level surface. 2 an airplane.

plane[2] (plān) 1 a carpenter's tool with a blade for smoothing or shaping wood. 2 to smooth wood with a plane.

plant (plant) 1 any living thing that is not an animal: *Trees, bushes, vines, grass, vegetables, and seaweed are all plants.* 2 put in the ground to grow: *Farmers plant seeds.*

play·ground (plā′ground′) a place for outdoor play.

please (plēz) 1 give enjoyment to; be agreeable to: *Toys please children. Sunshine and flowers please most people.* 2 be agreeable; satisfy: *Such a fine meal cannot fail to please.* 3 wish; think fit: *Do what you please.* 4 **Please** is a polite way of asking: *Come here, please.*

po·em (pō′əm) a piece of writing in which the words are arranged in lines having a regularly repeated accent.

po·lice (pə lēs′) 1 the department of government whose duty is to guard people's lives and property, to preserve peace and order, and to arrest those who commit crimes. 2 the people who carry out this duty for a community.

po·lice·man (pə lēs′mən) a member of the police; a police officer.

po·ny (pō′nē) a kind of small horse: *Ponies are usually less than 130 centimetres tall at the shoulder.*

pop·corn (pop′kôrn′) 1 a kind of corn, the kernels of which burst open and puff out when heated. 2 the white, puffed-out kernels.

pres·ent[1] (prez′ənt) being in a proper or expected place; at hand; not absent: *Every member of the class was present.*

pre·sent[2] (pri zent′ for 1, prez′ənt for 2) 1 give: *They presented flowers to their teacher.* 2 a gift; something given: *a birthday present.*

prin·cess (prin′sis or prin′ses) 1 a daughter of a king or queen or of a king's or queen's son. 2 the wife or widow of a prince.

pull (půl) 1 move something by grasping it and drawing toward oneself: *pull the trigger of a gun. Pull the door open; don't push it.* 2 move, usually with effort or force: *pull a sleigh uphill.*

pup (pup) 1 a young dog; a puppy. 2 a young fox, wolf, coyote, etc.

pur·ple (pėr′pəl) 1 a dark color made by mixing red and blue. 2 of or having this color.

push (půsh) **1** move something away by pressing against it: *Push the door; don't pull it.* **2** press hard: *We pushed with all our strength.*

race (rās) **1** a contest of speed, as in running, driving, sailing, etc.: *a horse race, a boat race.* **2** take part in a contest for speed: *Our horse will race tomorrow.*

read·y (red′ē) **1** prepared for immediate action or use; prepared: *The soldiers are ready for battle. Dinner is ready. We were ready to start at nine.* **2** willing: *The soldiers were ready to die for their country.*

re·mem·ber (ri mem′ber) **1** call back to mind: *I can't remember that man's name.* **2** have something return to the mind: *Then I remembered where I was.* **3** keep in mind; take care not to forget: *Remember me when I am gone.*

rest[1] (rest) **1** sleep; repose: *The children had a good night's rest.* **2** be still or quiet; sleep: *My mother rests for an hour every afternoon.*

rest[2] (rest) what is left; those that are left: *The sun was out in the morning but it rained for the rest of the day. One horse was running ahead of the rest.*

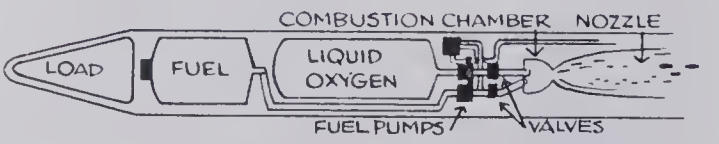
rich (rich) **1** having much money, land, goods, etc. **2** abounding; well supplied: *Canada is rich in oil and nickel.*

A robin — about 25 cm long with the tail

rob·in (rob′ən) **1** a large North American thrush with a reddish breast. **2** a small European bird having a yellowish-red breast.

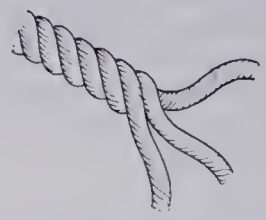
rock[1] (rok) **1** a large mass of stone: *The ship was wrecked on the rocks.* **2** a stone: *He threw a rock in the lake.*

rock[2] (rok) move backward and forward, or from side to side; sway: *My chair rocks.*



A large rocket which uses liquid fuel

rock·et (rok′it) **1** a projectile consisting of a tube open at one end and filled with some substance that burns rapidly, creating expanding gases that force ahead the tube and whatever is attached to it at great speed: *Some rockets, used for fireworks and signalling, shoot up high in the air and explode into a shower of sparks or stars. Other rockets are used as weapons. Large rockets are used for carrying satellites into outer space.* **2** a spacecraft, missile, etc. propelled by such a projectile.



A rope

rope (rōp) **1** a strong, thick line or cord made by twisting smaller cords together. **2** to tie, bind, or fasten with a rope. **3** enclose or mark off with a rope. **4** catch a horse, calf, etc. with a lasso. **5** a number of things twisted or strung together: *a rope of onions, a rope of pearls.* **6** a cord or noose for hanging a person.

rose (rōz) **1** a flower that grows on a bush with thorny stems: *Roses are red, pink, white, or yellow, and usually smell very sweet.* **2** the bush itself. **3** pinkish red: *Her dress was rose.*

rub (rub) **1** move one thing back and forth against another: *He rubbed her hands to warm them. He rubs his hands with soap.* **2** push and press along the surface of: *The nurse rubbed my lame back.*

run (run) **1** move the legs quickly; go faster than walking: *A horse can run faster than a man.* **2** go in a hurry; hasten: *Run for help.* **3** flee: *Run for your life.* **4** the unit of score in baseball or cricket.

safe (sāf) **1** free from harm or danger: *Keep money in a safe place.* **2** not harmed: *He returned from war safe and sound.* **3** out of danger; secure: *We feel safe with the dog in the house.*

sand (sand) **1** tiny grains of worn-down or disintegrated rock: *the sands of the seashore, the sands of the desert.* **2** scrape, smooth, polish, or clean with sand or sandpaper. **3** spread sand over: *to sand an icy road.*

save (sāv) make safe from harm, danger, hurt, loss, etc.; rescue: *The dog saved the boy's life.*

say (sā) **1** speak: *Mother has taught me always to say 'Please' and 'Thank you.'* **2** put into words; declare: *Say what you think.* **3** recite; repeat: *Say your prayers.* **said, say·ing.**

says (sez) See **say.** *He says 'No' to everything.*

scamp (skamp) **1** a rascal or rogue; a worthless person. **2** a mischievous person, especially a child.

sci·ence (sī′əns) **1** knowledge based on observed facts and tested truths arranged in an orderly system: *the laws of science.* **2** a branch of such knowledge. Biology, chemistry, physics, and astronomy are **natural sciences.**

score (skôr) **1** the record of points made in a game, contest, or test: *The score was 9 to 2 in favor of our*

school. **2** make as points in a game, contest, or test: *He scored two runs in the second inning.*

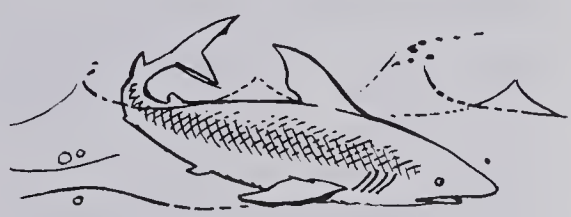
sea (sē) **1** the great body of salt water that covers almost three fourths of the earth's surface; the ocean. **2** any large body of salt water, smaller than an ocean: *the North Sea, the Mediterranean Sea.*

se·cret (sē′krit) kept from the knowledge of others: *a secret errand, a secret marriage.*

sell (sel) exchange for money or other payment: *He is going to sell his house.*

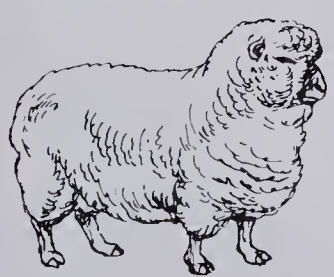
send (send) **1** cause to go from one place to another: *send a child on an errand, send someone for a doctor.* **2** cause to be carried: *We sent the letter by air mail.*

sent (sent) See **send.** *They sent the trunks last week.*



A white shark — about 6 m long with the tail

shark (shärk) any of a group of fishes, some of which are large and ferocious: *Certain kinds of sharks are sometimes dangerous to man.*



A domestic sheep — usually about 90 cm high at the shoulder

sheep (shēp) an animal raised for meat, wool, and skin.

she's (shēz) **1** she is. **2** she has.

shoot (shüt) **1** hit or kill with a bullet, arrow, etc.: *He shot a rabbit.* **2** send with force or swiftly at or as if at a target: *He shot the puck into the open net.*

shop (shop) **1** a place where things are sold; a store, especially a small one. **2** visit stores to look at or to buy things: *We shopped all morning for new coats.*

sign (sīn) **1** any mark or thing used to mean, represent, or point out something: *The signs for add, subtract, multiply, and divide are +, −, ×, and ÷.* **2** put one's name on; write one's name: *The man forgot to sign the cheque.* **3** an inscribed board, space, etc. serving for advertisement, information, etc.: *The sign reads, 'Keep off the grass.'*

sleep (slēp) **1** rest body and mind; be without ordinary thought or movement: *We sleep at night. Most animals sleep.* **2** a resting of the body and mind occurring naturally and regularly: *Most people need eight hours of sleep a day.*

smart (smärt) **1** feel sharp pain: *His eyes smarted.* **2** clever; bright: *He is a smart boy.*

smile (smīl) look pleased or amused; show pleasure, favor, kindness, amusement, etc. by an upward curve of the mouth.

sold (sōld) See **sell.** *He sold it a week ago.*

some·bod·y (sum′bud′ē or sum′bod′ē) a person not known or not named; some person; someone: *Somebody has taken my pen.*

some·one (sum′wun′) some person; somebody: *Someone has to lock up the house.*

son (sun) a male child in relation to either or both of his parents: *A boy is the son of his father and mother.*

sor·ry (sor′ē) feeling pity, regret, or sympathy; sad: *I am sorry that you are sick.*

sound (sound) what is or can be heard: *the sound of music, the sound of thunder.*

space (spās) **1** the unlimited room or expanse extending in all directions and in which all things exist: *Our earth moves through space.* **2** a limited place or area: *This brick fits a space* 20.32 cm × 6.35 cm.

spe·cial (spesh′əl) **1** of a particular kind; distinct from others; not general: *This desk has a special lock. Have you any special color in mind for your new coat?* **2** more than ordinary; unusual; exceptional: *Today's topic is of special interest.*

A grey squirrel — about 23 cm long without the tail

squir·rel (skwėr′əl or skwir′əl) **1** a small bushy-tailed animal that usually lives in trees. **2** its fur, usually black, grey, dark-brown, or reddish.

stair (ster) **1** one of a series of steps for going from one level or floor to another. **2** Also, **stairs,** *pl.* a set of such steps; stairway: *the top of the stairs.*

☛ **Stair** and **stare** are pronounced the same.

star (stär) **1** any of the heavenly bodies, especially one that is not the moon, a planet, a comet, or a meteor, appearing as bright points seen in the sky at night. **2** a figure having usually five points, sometimes six, like these: ★ ✶.

start (stärt) **1** begin to move, go, or act: *The train*

started on time. 2 begin: *to start reading a book.* 3 set going; put into action: *I started a fire.*

stay (stā) remain; continue to be: *Stay still. Stay here till I tell you to move. The cat stayed out all night.*

steal (stēl) 1 take something that does not belong to one; take dishonestly: *Robbers stole the money.* 2 take, get, or do secretly: *She stole time from her lessons to read a story.*

stick (stik) a long, thin piece of wood: *Put some sticks on the fire.*

stole (stōl) See **steal.** *He stole the money years ago.*

stone (stōn) a hard mineral matter that is not metal; rock: *Stone is much used in building.*

storm (stôrm) a strong wind, usually accompanied by rain, snow, hail, or thunder and lightning: *In deserts there are storms of sand.*

stran·ger (strān′jər) a person not known, seen, or heard of before: *She is a stranger to us.*

stuff (stuf) 1 what a thing is made of; material: *She bought some white stuff for curtains.* 2 pack full; fill: *She stuffed the pillow with feathers.*

sud·den (sud′ən) 1 not expected: *a sudden attack.* 2 quick; rapid: *The cat made a sudden jump at the mouse.* **sud′den·ly.**

suit (süt) 1 a set of clothes to be worn together: *A man's suit consists of a coat, trousers, and, sometimes, a vest.* 2 be good for; agree with: *A cold climate suits apples and wheat, but not oranges and tea.*

sun·ny (sun′ē) 1 having much sunshine: *a sunny day.* 2 lighted or warmed by the sun: *a sunny room.*

sur·prise (sər prīz′) 1 a feeling caused by something unexpected: *His face showed surprise at the news.* 2 something unexpected: *Mother always has a surprise for the children on holidays.* 3 catching unprepared; coming upon suddenly: *The fort was captured by surprise.* 4 catch unprepared; come upon suddenly: *Our army surprised the enemy.* **sur·prised.**

swam (swam) See **swim.** *When the boat sank, we swam to shore.*

swim (swim) 1 move along in the water by using arms, legs, fins, etc.: *Fish swim. Most boys like to swim.* 2 swim across: *He swam the river.*

take (tāk) lay hold of: *A little child takes its mother's hand in walking.*

talk (tok or tôk) 1 use words; speak: *Baby is learning to talk.* 2 use in speaking: *Can you talk French?*

tall (tol or tôl) higher than the average; high: *Toronto has many tall buildings.*

tank (tangk) 1 a large container for liquid or gas: *Our school had a swimming tank. He always kept plenty of gasoline in the tank of his automobile.* 2 put or store in a tank: *The plane tanked up on gas just before taking off.* 3 a self-moving armored vehicle used in war: *Tanks are mounted on tracks so that they can travel over rough ground, fallen trees, and other obstacles.*

tea (tē) a drink made by pouring boiling water over the dried and prepared leaves of a certain shrub: *a cup of tea.*

teach (tēch) help to learn; show how to do; make understand: *He is teaching his dog to shake hands.*

tell (tel) 1 put in words; say: *Tell us a story. Tell the truth.* 2 tell to; inform: *Tell us about it.*

thank (thangk) say that one is pleased and grateful for something given or done: *She thanked her teacher for helping her.*

that's (ŦHats) that is.

their (ŦHer) of them; belonging to them: *They like their fine, new school.*

☛ **Their, there,** and **they're** are pronounced the same.

there (ŦHer) in that place; at that place; at that point: *Sit there. Finish reading the page and stop there.*

☛ **There, their,** and **they're** are pronounced the same.

they're (ŦHer) they are.

think (thingk) have ideas; use the mind: *You must learn to think clearly.*

third (thėrd) next after the 2nd; last in a series of three; 3rd: *C is the third letter of the alphabet.*

threw (thrü) See **throw.** *He threw a stone and ran away.*

through (thrü) from end to end of; from side to side of; between the parts of: *The soldiers marched through the town. He had a job through the summer.*

throw (thrō) cast; toss; hurl: *The boy threw the ball. The fire hose threw water on the burning house.*

tie (tī) 1 fasten with string or the like; bind: *Please tie up this package.* 2 arrange to form a bow or knot: *Mother tied the strings of her apron behind her back.* 3 fasten; form a bow: *That paper ribbon doesn't tie well.* 4 tighten and fasten the string or strings of: *Tie up your shoes.* 5 a necktie: *He always wears a shirt and tie.*

till[1] (til) 1 up to the time of; until: *The child played till eight.* 2 up to the time when; until: *Walk till you come to a white house.*

till[2] (til) cultivate; plough, harrow, etc.: *Farmers till the land.*

till[3] (til) 1 a small drawer for money: *The till is under the counter.* 2 a cash register.

tired (tīrd) weary; wearied; exhausted: *The team was tired, but each boy continued to play as hard as he could.*

tired of, no longer interested in; bored with: *I'm tired of hearing about their holidays.*

told (tōld) See **tell.** *You told me that last week.*

to·night or **to–night** (tə nīt′) 1 the night of this day; this night or evening: *I wish tonight would come.* 2 on or during this night or evening: *Do you think it will snow tonight?*

too (tü) also; besides: *The dog is hungry, and thirsty too. We, too, are going away.*

☛ **Too** and **two** are pronounced the same.

trout (trout) any of certain fresh-water food and game fish of the same family as the salmon: *rainbow trout.*

true (trü) agreeing with fact; not false: *It is true that 6 and 4 are 10. The story he told is true.*

try (trī) attempt; make an effort: *If at first you don't succeed, try, try again.*

turn (tėrn) **1** move round as a wheel does; rotate: *The merry-go-round turned.* **2** move part way around; change from one side to the other: *Turn over on your back.*

un·cle (ung′kəl) **1** a brother of one's father or mother. **2** the husband of one's aunt.

un·til (un til′) up to the time of: *It was cold from Christmas until April.*

up·stairs (up′sterz′) **1** up the stairs: *The boy ran upstairs.* **2** on or of an upper floor: *She lives upstairs.*

use (yüz) put into action or service: *We use our legs in walking.*

used (yüzd) not new; that has belonged to someone else: *a used car.*

vis·it (viz′it) **1** go to see; come to see: *Would you like to visit Victoria?* **2** make a call on; stay with; make a stay; be a guest of: *I shall visit my aunt next week.*

wait (wāt) stay or stop doing something till someone comes or something happens: *Let's wait in the shade.*

wall (wol or wôl) **1** the side of a house, room, or other hollow thing. **2** stone, brick, or other material built up to enclose, divide, support, or protect: *Cities used to be surrounded by high walls to keep out enemies.*

war (wôr) **1** fighting carried on by armed force between nations or parts of a nation. **2** any struggle; strife; conflict: *Doctors carry on war against disease.*

warm (wôrm) more hot than cold; having some heat; giving forth some heat: *a warm fire.*

watch (woch) **1** look carefully; observe closely: *The medical students watched while the surgeon performed the operation.* **2** look at; observe; view: *Are you watching the show on television?* **3** a device for telling time, small enough to be carried in a pocket or worn on the wrist.

wear (wer) have on the body: *Men wear coats, hats, collars, watches, beards.*

☛ **Wear** and **ware** are pronounced the same. **Wear** and **where** are sometimes pronounced the same.

weath·er (weŦH′ər) the condition of the air with respect to temperature, moisture, cloudiness, etc.: *hot weather. We have had a lot of windy weather lately.*

hat, āge, fär; let, ēqual, tėrm; it, īce
hot, ōpen, ôrder; oil, out; cup, pùt, rüle
əbove, takən, pencəl, lemən, circəs
ch, child; ng, long; sh, ship
th, thin; ŦH, then; zh, measure

week (wēk) **1** seven days, one after another. **2** the time from Sunday through Saturday: *This is the last week of holidays.* **3** the working days of a seven-day period: *A school week is usually five days.*

☛ **Week** and **weak** are pronounced the same.

we'll (wēl) we will; we shall.

☛ **We'll** and **wheel** are sometimes pronounced the same.

we're (wēr) we are.

west (west) the direction of the sunset.

wet (wet) covered or soaked with water or other liquid: *wet hands, a wet sponge.*

whale (wāl or hwāl) an animal shaped like a huge fish and living in the sea: *Men hunt whales for oil and whalebone.*

where (wer or wher) in what place; at what place: *Where do you live? Where is he?*

which (wich or hwich) a word used: in asking questions about one or more persons or things from a group: *Which boy won the prize.*

wide (wīd) filling much space from side to side; broad; not narrow: *a wide street.*

win (win) be successful over others; get victory or success: *The tortoise won in the end.*

wish (wish) **1** have a need or longing for; desire; want: *Do you wish to go home?* **2** have a desire; express a hope: *He wished for a new house.*

won (wun) See **win.** *Which side won yesterday? We have won four games.*

☛ **Won** and **one** are pronounced the same.

won·der (wun′dər) **1** a strange and surprising thing or event: *The pyramids are one of the wonders of the world. It is a wonder that he refused such a good offer.* **2** be surprised or astonished: *I wonder that you came.*

won't (wōnt) will not.

wore (wôr) See **wear.** *He wore out his shoes in two months.*

☛ **Wore** and **war** are pronounced the same.

would·n't (wùd′ənt) would not.

write (rīt) make letters or words with pen, pencil, chalk, etc.: *You can read and write.*

wrong (rong) not right; bad: *Stealing is wrong.*

yard (yärd) a piece of ground near or around a house, barn, school, etc.: *He is in the back yard.*

you're (yür; *unstressed,* yər) you are.

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